

INSPECTION REPORT

BULFORD CHURCH OF ENGLAND PRIMARY SCHOOL

Bulford Village, Salisbury

LEA area: Wiltshire

Unique reference number: 126309

Headteacher (acting): Mrs J Diomedes

Reporting inspector: David Westall
2414

Dates of inspection: 6 – 9 May 2003

Inspection number: 248759

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 – 11

Gender of pupils: Mixed

School address: John French Way
Bulford Village
Salisbury
Wiltshire

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Appropriate authority: The governing body

Name of chair of governors: Mr B Sinclair-Kemp

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2414	David Westall	Registered inspector	Science Art and design Design and technology	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
1333	Elizabeth Forster	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with the parents? Equal opportunities Pupils' attitudes, values and personal development
3856	Sandy Wellsted	Team inspector	English History Special educational needs	
12870	Angela Jensen	Team inspector	Mathematics Information and communication technology Music	How good are curricular and other opportunities?
19082	Tessa Farley	Team inspector	Foundation Stage Geography Physical education Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

There are 240 pupils on roll, aged between three and 11 years. The percentages of pupils known to be eligible for free school meals and on the school's register of special educational needs are broadly in line with the national average. Two pupils have statements of special educational needs; and there are no pupils who speak English as an additional language. A high proportion of pupils come from families from the nearby army base and, as a result, there are significant numbers who move to and from the school. For example, only one third of the current Year 6 class were at the school at the age of seven. On entry to the school, pupils' overall standards are usually below average.

HOW GOOD THE SCHOOL IS

This is a sound school where the teaching enables pupils to make mainly sound progress in their learning. There are particular strengths in the teaching in the nursery, Year 2 and Year 6; and in the school's provision for pupils with special educational needs. Pupils' personal development is fostered strongly, and pupils' attitudes, behaviour and relationships are a credit to the school. Pupils need to make better progress in a minority of subjects, and there are aspects of teaching and leadership and management which need to improve. Overall, however, the school's strengths and satisfactory features outweigh these weaknesses and it provides sound value for money.

What the school does well

- The teaching is good in the nursery and very good in Years 2 and 6.
- The school provides well for pupils with special educational needs.
- Pupils' attitudes and behaviour are good, and relationships between pupils are very positive.
- Good provision is made for pupils' spiritual, moral and social development.
- Good links are made with parents, and they hold the school in high regard.

What could be improved

- Standards are too low in art and design, design and technology and geography in Years 3 to 6.
- There are weaknesses in the teaching in some classes which restrict pupils' learning.
- Most co-ordinators need a clearer view of the strengths and weaknesses in their subjects in order to target areas for improvement.
- Elements of strategic planning need to be more rigorous.
- Statutory requirements are not met because not all of the required information is provided in the governors' annual report to parents.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school's progress since the last inspection is just satisfactory. The percentages of good and satisfactory teaching have been maintained rather than improved; while the trend in the school's test results in Year 6 is broadly in line with the national trend over the last five years. Improvements have been made in the use of assessment information, which is now satisfactory. However, weaknesses continue to exist in the school's procedures for monitoring its performance and still mean that inconsistencies in the quality of teaching have not been rectified.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	E	D	C
mathematics	C	E	D	C
science	C	D	D	D

Key

well above average A

above average B

average C

below average D

well below average E

The table shows that the results of the Year 6 statutory tests in 2002 were below the national average in English, mathematics and science. Inspection findings reflect these results and show that current standards in Year 6 are below average in these subjects. While most pupils reach the nationally expected level, a significant minority do not and relatively few do better. However, the standards reached in Year 6 represent satisfactory achievement when all relevant factors are considered, including the below average attainment of most pupils on entry to the nursery, the limited numbers of higher attaining pupils in each class, and the very high percentage of pupils who transfer to and from the school across the year groups. Most Year 6 pupils can read texts which are satisfactory for their ages but many find it difficult to understand what is implied rather than explicitly stated. Pupils' writing sometimes lacks overall coherence, and there are also weaknesses in sentence construction, spelling and grammar which restrict their standards. In mathematics, most pupils demonstrate satisfactory numeracy skills but there is little evidence of higher achievement and the learning difficulties of a significant percentage mean they do not reach the expected standard. In science, most Year 6 pupils have accumulated a range of satisfactory scientific knowledge but their investigation skills are generally underdeveloped.

Standards are broadly in line with national expectations in Year 6 in history, information and communication technology (ICT), music and physical education. In religious education, standards are in line with those set out in the locally agreed syllabus. However, in art and design, design and technology and geography pupils are not achieving as well as they should, and standards are too low.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school, are keen to learn and to do their best.
Behaviour, in and out of classrooms	Pupils' behaviour is good throughout the school day.
Personal development and relationships	Pupils form constructive relationships with adults and with each other. They work together amicably on shared tasks and respect each other's opinions.
Attendance	Above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good in nursery Satisfactory in reception	Satisfactory	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching was satisfactory or better in 19 out of every 20 lessons seen during the inspection. Good teaching was evident in towards half all lessons. The most effective teaching is in the nursery, Year 2 and Year 6 classes. In the nursery, the teaching is good while in Years 2 and 6 it is mainly very good. It is in these classes that pupils make the best progress in the school. Taken as a whole, the teaching enables pupils to make sound progress in most subjects of the National Curriculum, including in English, mathematics and science, and there are strengths in the teaching of pupils with special educational needs. However, it does not enable pupils to do as well as they should in art and design, design and technology and geography in Years 3 to 6. Teachers would benefit from well focused in-service training to increase their knowledge and to raise their expectations of pupils' potential achievement in these subjects. In addition, there is considerable variation in the quality of teaching across the school, with some unsatisfactory practice and with a significant number of lessons, although satisfactory overall, having weaker elements which need to be improved. These factors have a negative effect on the consistency of pupils' academic progress.

Across the school, lessons are characterised by very positive relationships between teachers and pupils, and an orderly atmosphere in lessons. In the vast majority of lessons, teachers' explanations and instructions are clear, and their planning is sound. Teachers have secure classroom management techniques and high expectations of pupils' behaviour. It is to teachers' considerable credit that the significant numbers of pupils who move to the school, across the year groups, are so well integrated and quickly adopt the positive attitudes and work habits that are established. Skilful questioning which probes pupils' understanding is evident in the best teaching; and pupils benefit from informed guidance in these lessons. Weaker teaching occurs when tasks do not match pupils' needs, pupils are inactive for too long, teachers' questions are too generalised and pupils are not given enough feedback to help them to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Children in the nursery benefit from a rich curriculum which is well matched to their needs. The curriculum for reception children and for pupils in Years 1 to 6 is satisfactory overall, and statutory requirements are met. Sufficient time is allocated for literacy and numeracy, and the national strategies for these key areas are being soundly implemented. However, insufficient emphasis is given to the development of pupils' key skills in art and design, design and technology and geography in Years 3 to 6.

Provision for pupils with special educational needs	The school makes good provision for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides well for pupils' spiritual, moral and social development and makes sound provision for their cultural development.
How well the school cares for its pupils	The school is a caring community where pupils' welfare is a high priority. Pupils' pastoral needs are supported well by staff. Procedures for assessing pupils' academic performance are satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall, the leadership and management provided by the acting headteacher and acting deputy headteacher are satisfactory. The acting headteacher is conscientious, has good interpersonal skills, ensures the day-to-day operation of the school runs smoothly, and promotes a positive atmosphere. The acting deputy headteacher provides staff with a very good role model through her informed, enthusiastic approach and very good teaching skills. However, there is scope for improvement in relation to leadership and management. In particular, expectations of subject co-ordinators need to increase, and they require clearer leadership to help them to develop their roles. In addition, the school improvement plan is not up-to-date, and includes insufficient long term planning.
How well the governors fulfil their responsibilities	The school benefits from a committed governing body which makes a positive contribution to the life of the school. Appropriate committees are established and help to guide the school's work. The chair of governors visits frequently, and the governors with responsibility for literacy, numeracy and special educational needs are taking a keen interest in the school's work in these areas. On occasions, the governors need to ask more challenging questions to hold the school to account, and should ensure that statutory requirements are fully met in relation to their annual report to parents. Nevertheless, the work of the governors is sound, overall.

The school's evaluation of its performance	Overall, this is a weakness in the school. The permanent headteacher and the acting headteacher have both undertaken an adequate number of observations of teaching and have provided teachers with useful feedback. However, teachers' planning is not evaluated with enough rigour, and most co-ordinators do not analyse samples of pupils' work carefully enough to judge pupils' progress and standards. In addition, there is no programme to provide co-ordinators with opportunities to observe teaching in their subjects, including the co-ordinators for the key subjects of English, mathematics and science. As a consequence, co-ordinators are generally in a weak position to identify and target areas for improvement.
The strategic use of resources	Overall, the school makes satisfactory use of its resources. However, weaknesses in the school's procedures for monitoring its performance sometimes means there is limited information to prioritise the most effective use of funding.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>They believe:</p> <ul style="list-style-type: none"> • that children's behaviour is good; • that children are encouraged to become mature and responsible; • that the staff expect children to work hard and to do their best; • that the staff are easy to talk to; • that the teaching is good and their children make good progress. 	<p>They would like:</p> <ul style="list-style-type: none"> • more extra-curricular clubs • changes to the amount of homework their children receive.

Inspection findings generally support parents' positive views, although the teaching and pupils' progress are mainly sound. A good range of extra-curricular clubs are provided; and homework is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to the nursery, children's attainment is generally below average. They make good progress in their learning in the nursery and mainly sound progress in the reception class. Nevertheless, standards are still below average, overall, when pupils enter Year 1.
2. The results of the standard assessment tests (SATs) in Year 2, in 2002, were well below the national average in reading, writing and mathematics, and were also well below the average results of similar schools. The Year 6 test results in 2002 were a little higher, being below the national average in English, mathematics and science. These Year 6 results were in line with the average results of similar schools in English and mathematics but below the results of similar schools in science. The trend in the Year 6 results is in line with the national trend over the last five years.
3. Inspection findings broadly reflect the SATs results, and show that current standards are below average in all of the above subjects in Years 2 and 6. While most pupils reach the nationally expected levels, a significant minority do not and relatively few do better. These standards need to be judged against the particular circumstances of the school which serves the nearby army base and, consequently, has very considerable numbers of pupils transferring to and from classes across the year groups. For example, only one third of the current Year 6 class were at the school when they were seven years old. This mobility factor, combined with the below average attainment of children on entry to the nursery and inspection findings about pupils' progress from their various starting points across the school, means that current standards represent satisfactory achievement. Indeed, while pupils' progress is mainly satisfactory, it is often good in Years 2 and 6 where the teaching is particularly effective.
4. By the age of seven, most pupils have satisfactory reading skills but there are relatively few who read well. The majority understand the basic structure of a story and can talk in simple terms about the kinds of stories they like to read. The few higher attaining pupils can identify the main ideas in a text and record these in note form. However, some lower attainers are still at very early stages of reading and recognise only a limited number of words. The majority of Year 6 pupils can read books and texts appropriate for their age but many find inference difficult and, therefore, do not always understand what is implied rather than explicitly stated. Higher attaining pupils in Years 2 and 6 write well for their ages. For example, in history, one Year 6 pupil has produced a very perceptive, informative and detailed study of immigration in post-war Britain. However, writing of such good quality is rare. Many pupils experience problems with verbal expression so it is not surprising that they find it difficult to express their ideas in writing. Their writing sometimes lacks overall coherence and they have limited strategies to help them with spelling. There are also weaknesses in sentence construction, punctuation and grammar which restrict pupils' standards.
5. In mathematics, most Year 2 pupils understand the place value of tens and units and demonstrate satisfactory skills when using standard and non-standard measurement. The few higher attaining pupils achieve well when interpreting simple graphs and in number work. In Year 6, most pupils can order decimals, have satisfactory skills

when calculating mentally and can choose appropriate strategies to solve mathematical problems. However, in common with the situation in Year 2, few pupils achieve above the nationally expected standard and the learning difficulties of a significant minority mean their standards are below average for their age.

6. In science, most Year 2 pupils demonstrate satisfactory knowledge and achieve well, for instance, when sorting materials according to their characteristics and when creating simple electrical circuits. However, their skills in explaining their scientific skills are often very limited, and few pupils demonstrate knowledge or skills which exceed the expected level for their age. In Year 6, pupils have a satisfactory grasp of some important ideas, including about the formation of shadows and the path of the sun, the conditions required to support healthy plant growth and the basic properties of solids, liquids and gases. However, many Year 6 pupils do not have a secure understanding of the principle of fair testing and need to plan their investigations with more precision.
7. In history, ICT, music and physical education, standards are broadly in line with national expectations in Years 2 and 6. In religious education, standards in these year groups are in line with those set out in the locally agreed syllabus. Standards are in line with national expectations in geography in Year 2 but are below average in the older classes because the subject receives too little attention and much of the work is too superficial. In art and design, and in design and technology, standards are broadly satisfactory in Year 2. However, pupils underachieve in these subjects in the older classes, and standards are too low in Year 6. When the school was last inspected, in 1997, standards were judged to be in line with national expectations in all subjects.
8. Pupils with special educational needs are well supported. They make good progress in relation to the targets in their individual education plans. Although these pupils sometimes make only modest gains in relation to the National Curriculum criteria which define levels of attainment by national standards, their achievements represent significant advances in their own learning. The most advanced learners in the school are making sound progress and achieve standards which are appropriately higher than their peers.
9. Inspection findings show there is no significant difference between the achievement of boys and girls, at all levels of attainment, across the school.

Pupils' attitudes, values and personal development

10. Pupils of all abilities have positive attitudes to learning and are keen to participate in all the opportunities offered by the school. They settle quickly to tasks set and generally persevere well. They listen well to the teacher and to each other, follow instructions promptly and support each other, for example in ICT lessons. Pupils complete homework conscientiously and some are happy to try additional optional tasks that might also be set. Pupils take a pride in earning privilege points for extra effort, progress or helpfulness. They value the opportunity to express their views about school through the School Council and make sensible suggestions for improvements. For example, their wish to maintain the school environment by clearing up litter has resulted in many keen volunteers.
11. Pupils are polite, helpful and friendly, and generally behave well at all times. They are particularly good at sharing the range of lunchtime toys, and older pupils are happy to play with younger ones, for example turning skipping ropes for them. Pupils successfully operate a 'buddy' system whereby new children are welcomed and

taken care of by a designated volunteer in their class. New pupils find that this helps them to make friends quickly and to learn about the school procedures. This good introduction to the school makes them happy in their turn to welcome others, making for a tolerant community where all are included and respected.

12. Pupils have a very clear understanding of the school rules and their implications. They believe that rewards and sanctions are fairly applied and know that their parents will be informed of any serious misdemeanours or loss of privilege time. There were three exclusions last year despite significant efforts by the school through the use of behaviour plans and careful support. Relationships between pupils are very good. They work together constructively in pairs or small groups when required and care about each other's well-being and respect each other's views. They carry out classroom jobs responsibly and are trustworthy at lunchtimes when given the opportunity to complete work or use the computers instead of playing outside. Incidents of bullying are rare and pupils have the confidence to alert grown-ups to any concerns they might have so that action can be taken.
13. Boys and girls mix well together at playtimes and work happily with each other in lessons. Despite the greater number of boys than girls in several classes they do not seek to dominate or take more than their share of teacher attention. All pupils feel valued and have a voice through the School Council to raise suggestions for improvements to the school.
14. Pupils with special educational needs have trusting relationships with staff and do their very best to complete the work they are given to the standards required of them. It is clear from their responses that they respect and value the support staff who often work with them during class lessons. They respond well both to encouragement and to challenges, and they take pride in their achievements.
15. Levels of attendance at the school are above the national average and there is little unauthorised absence. Although pupils sometimes go on holiday in term time when a parent has returned from a duty away from home, this is rarely for more than a week so it does not cause significant disruption to their education. Pupils arrive punctually and are keen to start work.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching was satisfactory or better in 19 out of every 20 lessons seen during the inspection. Good teaching was evident in towards half of all lessons. The most effective teaching is in the nursery, and in the Year 2 and Year 6 classes. In the nursery, the teaching is good while in Years 2 and 6 it is mainly very good. It is in these classes that pupils make the best progress in the school. Taken as a whole, the teaching enables pupils to make sound progress in most subjects of the National Curriculum, and there are strengths in the teaching of pupils with special educational needs. However, it does not ensure that pupils do as well as they should in art and design, design and technology and geography in Years 3 to 6. In addition, there is considerable variation in the quality of teaching across the school with some unsatisfactory practice in Year 5 and with a significant number of lessons in other classes, although satisfactory overall, having weaker elements which need to be improved. These factors have a negative effect on the consistency of pupils' academic progress.
17. In the nursery, the teacher ensures there is a good balance of teacher-directed and child-initiated tasks. Structured play activities are carefully planned to develop

children's learning, and the nursery staff know just when to make comments or suggestions which help children to gain the maximum benefit from these activities. Children's early literacy and numeracy skills are promoted well in the nursery. For example, children are given frequent opportunities to use mathematical language including to talk about: how many children still have to eat their snack; whether their bikes are put in the numbered parking spaces outside; how deep to dig when planting; the relative weights and sizes of their watering cans; the mathematical shapes they play with in the sand; and the numbers and sizes of the fruits and vegetables in the role play shop. In the reception class, where the teaching is satisfactory overall, there are particular strengths in the work of staff to ensure that children continue to benefit from good provision for their personal, social and emotional development. In common with the situation in the nursery, staff have high expectations of pupils' behaviour, help them to understand the difference between right and wrong, and give positive feedback which increases children's confidence and self-esteem. Overall, children make sound progress in their learning in the reception class although there is sometimes a need for the teaching to focus more rigorously on the promotion of basic skills in literacy and numeracy. For example, reception children are gradually building up their knowledge of words they can read but these words need more regular emphasis in the classroom environment and in the teaching. In mathematics, children are given a range of appropriate activities to develop their understanding but these need to be provided more regularly and to include more focused mathematical teaching.

18. In English, the quality of teaching ranges from unsatisfactory to very good but is satisfactory overall. It is particularly effective in Years 2 and 6 where teachers have very secure subject knowledge, high expectations and ensure that pupils of all abilities are actively involved in lessons. In Years 2 and 6, teachers not only focus their teaching effectively on the planned objectives for their lessons but also exploit opportunities as they arise to pose challenges and to address weaknesses in pupils' performance. In other classes, however, teachers sometimes fail to address shortcomings in pupils' work, need to involve pupils more actively during group discussions and should provide more focused feedback to show pupils exactly what they should do to improve their work.
19. In mathematics, the teaching is satisfactory overall and includes very good practice in Years 2 and 6 and some which is only just satisfactory in Years 3 and 5. The most effective mathematics teaching is particularly well matched to the learning needs of all pupils, including the higher attainers. Weaker teaching is evident when pupils are not fully aware of what they are expected to learn and when lessons do not proceed at a sufficiently brisk pace. In science, the quality of teaching ranges from unsatisfactory to very good. This variation results in inconsistencies in pupils' progress but, overall, the teaching enables pupils to make sound progress. In common with the situation in English and mathematics, the most effective teaching is in Years 2 and 6 where teachers are well informed and use questions skilfully to probe pupils' understanding. In some classes, however, tasks are not always well matched to pupils' scientific learning needs, there is too much teacher talk and too little pupil activity, and teachers do not use questions with enough precision to check whether pupils fully understand what they are being taught.
20. In other subjects of the National Curriculum, and in religious education, the teaching is mainly successful in ensuring that pupils make sound progress. However, there are exceptions. In art and design, design and technology and geography, deficiencies in teachers' planning, and low expectations, result in pupils underachieving in these subjects in Years 3 to 6.

21. The teaching of pupils with special educational needs within mainstream classes is particularly effective in literacy where the pupils often benefit from additional adult support and from tasks specifically tailored to their own learning needs. Working under the direction of class teachers, trained teaching assistants make a significant contribution to pupils' progress by prompting them to engage in discussion and helping them when they need to record their ideas. In almost all cases, teaching assistants show great sensitivity and skill in their interaction with pupils. They know when to help and when to hold back and allow pupils to assume responsibility for learning themselves. In some cases, pupils are withdrawn in small groups to work with teaching assistants during part of the literacy hour, usually on work directly related to the precise but accessible targets set out in their individual education plans. These sessions are also effective in helping them to make good progress. Occasionally, pupils also benefit from one-to-one support, for example to help them with reading or with a particular aspect of numeracy. Two pupils with statements of special educational needs benefit from specialist provision each morning when they attend Durrington learning-support unit for teaching specifically suited to their learning needs. A number of pupils with special needs associated with speech and language are supported well within the school's own staffing resources. However, the school would benefit from the guidance of a specialist, particularly in regard to assessments in this aspect of its special needs work.
22. Across the school, lessons are characterised by very positive relationships between teachers and pupils, and an orderly atmosphere in lessons. Teachers are careful to ensure that girls are not overshadowed in classes where they are in the minority. In the vast majority of lessons, teachers' explanations and instructions are clear, and their planning is sound. Teachers have secure classroom management techniques and high expectations of pupils' behaviour. It is to teachers' considerable credit that the significant numbers of pupils who move to the school, across the year groups, are so well integrated into their classes and quickly adopt the positive attitudes and work habits that are established. Skilful questioning which probes pupils' understanding is evident in the best teaching; and pupils benefit from well focused, informed guidance in these lessons. In summary, the weaker elements of teaching in some lessons include: pupils being set tasks which are not matched to their learning needs; or slow pace because there is too much teacher talk and too little pupil activity; generalised questioning which does not check pupils' understanding with enough rigour; and inadequate feedback to pupils so they are not sure what they need to do to improve.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

23. The children in the nursery benefit from a rich curriculum which is well matched to their learning needs. The curriculum for children in reception is satisfactory with a particular strength in the provision for pupils' personal development but with scope for increased emphasis on more sustained, direct teaching of literacy and numeracy skills. In Years 1 to 6, the curriculum is satisfactory overall. It is sufficiently broad but there are some subjects which require more attention. In particular, insufficient emphasis is given to art and design and geography in Years 3 to 6 and this contributes to pupils' underachievement in these subjects. In design and technology, a lack of planning for the progressive development of key skills restricts pupils' standards. In addition, while inspection evidence did not reveal significant deficiencies in music, the lack of a policy, scheme of work and monitoring procedures means that the coverage of the curriculum is not secure. Sufficient time is allocated for literacy and numeracy, and sound use is generally made of this time. Effective

use is sometimes made of ICT to support pupils' learning across the curriculum but there is scope to extend this good practice. Across the school, good provision is made for pupils with special educational needs. Although there are currently no pupils attending the school who are learning English as an additional language, the school has benefited from professional advice in regard to this aspect of pupils' education in the past and has ongoing links with the local education authority's language support service. The school makes sound provision for equal opportunities.

24. There is satisfactory provision for sex education. Provision for combating drugs abuse is good and is taught through the science curriculum, visits from the Life Education Caravan and a programme on drugs awareness for Year 6 pupils. Extra-curricular provision is good for pupils in Years 3 to 6. This strength of the school is appropriately recognised by parents. There is a good range of lunchtime and after school activities which are well supported. The school also enriches the curriculum with a satisfactory range of visitors and visits to places of interest. This includes a residential for pupils in Year 6.
25. The school makes sound use of the local area and community institutions to enrich the curriculum. Younger pupils have the opportunity to experience the springtime flowers in their village walks and older ones visit the church and other areas in the village as part of their local study. Business links are very limited. However, the garrison's annual 'It's a Knockout' competition gives pupils the chance to mix with others in teambuilding games. Pupils also have the chance to participate with others in sporting fixtures and in district events such as the Salisbury 'Tree' project and Cathedral workshops.
26. The nursery staff have started to forge links with local pre-school settings which will usefully enable them to get to know some of the children before they start at school. Close links have been established with the local secondary school, and their expertise in sport is used to support physical education in the school. Transfer programmes to the secondary school are well planned, and effective links are in place to ensure the continuity of support for pupils with special educational needs.
27. All pupils have equal access to the curriculum, but extra-curricular activities are only open to pupils in Years 3 to 6. Planning to ensure consistency of provision across mixed age classes is satisfactory. Multicultural diversity is celebrated soundly through the special multicultural arts week organised once a year and also comes alive for pupils through the links with a school in South Africa.
28. Provision for the spiritual, moral and social aspects of pupils' personal development is good. Since the last OFSTED inspection, concerted efforts have been made to raise pupils' awareness of multicultural diversity, most significantly through the effective links forged with Enkalweni school in South Africa. Overall, however, provision for pupils' cultural development in its widest sense remains satisfactory.
29. The very good relationships in the school underpin its good provision for pupils' spiritual development. The school functions well as a community, and a sense of belonging is promoted successfully in assemblies. The school's ethos statement declares the dual intentions of fostering in pupils an understanding of the meaning and significance of faith and of promoting Christian values through the experiences it offers. These intentions clearly inform the conduct of assemblies and the daily interactions that take place between staff and pupils, whether in classrooms, in clubs or in 'pastoral' contexts, for example during 'circle-time'. Pupils are encouraged to care for one another and to follow the example of Jesus and of other religious leaders.

There are strong links with local Christian churches, and members of the clergy who visit the school, for example to lead assemblies, also play an important role in reinforcing the Christian values that guide the school in its work. During assemblies, staff and pupils alike conduct themselves in a dignified and respectful way that sets the tone for spiritual communion. Assembly themes such as peace and hope are promoted in ways which are readily accessible to pupils, for example through links to Bible stories, and pupils are given sufficient time to reflect quietly on ways in which particular themes relate to their own experience. Through opportunities for role-play and drama, in personal, social and health education (PSHE) and in religious education lessons, pupils are encouraged to get in touch with their own feelings, to develop their own value systems, and to respect the views of others. In science and through special projects linked to the care of the environment, they are shown how to appreciate and respond to the wonder and beauty of the natural world. Many poems displayed around the school prompt pupils to consider the quiet beauty of the natural world and its impact on the inner self. When invited to write their own poems, for example about 'My leaf', they are presented with the perfect opportunity to recognise this powerful connection for themselves.

30. Good provision is also made for pupils' moral and social development. In part, as is to be expected, the provision made for spiritual development, particularly through assemblies and PSHE also contributes well to their moral and social development. For example, stories such as the 'Feeding of the Five Thousand', used to good effect in an assembly during the inspection, strongly promote the values of caring and sharing, while 'Golden Assemblies' recognise good conduct as well as effort and achievement. The school's written policy for spiritual, moral, social and cultural development promotes the use of a moral code based on justice, honesty, truth and respect for individuals. In PSHE, such principles inform teaching and learning well, as was evident in a Year 5 lesson devoted to the concept of democracy. A clear behaviour policy is strengthened through partnership with parents and is implemented consistently by all members of staff. An anti-bullying policy makes clear the diverse nature of bullying and sets out sensible guidelines for dealing with any incidents which arise. A structured system of sanctions and rewards makes pupils aware of the consequences of breaking the agreed behaviour code and encourages adherence to the 'golden rules' which are displayed prominently around the school. 'Privilege time' is designed to be earned through effort and good behaviour and, overall, acts as a powerful motivating force for good. Special provision is made for the very few pupils who find it difficult to manage their own behaviour, and training is planned to help staff develop 'emotional literacy' in their pupils. As is apparent from its motto 'Learning and Friendship', the school places strong emphasis on pupils' social development. Achievement assemblies are regular events attended by family, friends and members of the clergy. In lessons, pupils are frequently given tasks which require them to co-operate with others, while the good range of extra-curricular activities provides further opportunities for pupils to learn the value of team-effort and of both individual and corporate responsibility. Events such as 'It's a Knockout', organised by the army, forge valuable links between school and community, and there are also constructive links, mainly through sport, with the local secondary school. Good citizenship is fostered in many ways. For example, pupils are taught to take responsibility for those less fortunate than themselves when they contribute to various local and national charities. Sponsorship of Enkalweni school in South Africa and the friendships forged by pupils in both schools serve to make clear the value of co-operation at an international level. In a more immediate way, pupils are encouraged through the 'Buddy' system to support pupils new to their own school, to care for younger pupils and to be alert to those pupils whose special educational needs mean that they might occasionally welcome encouragement and help of particular kinds. The School

Council is well established. Pupils from each year group represent their peers and learn to understand, first hand, the importance of rights and responsibilities. Pupils in Year 6 take part each year in special events during 'Good Citizens Week' while a residential visit to Plas Pencelli aims to develop their skills in team-building, perseverance and problem-solving. Projects of a different kind promote pupils' awareness of mankind's moral responsibility for the care of the environment. For example, all pupils participate in a 'School Grounds Day' and in the 'Environment Day' sponsored by Salisbury Cathedral.

31. Provision for pupils' cultural development, though sound, is less well developed than provision for their spiritual, moral and social development. Photographic evidence shows that a multicultural week in 2002 provided valuable opportunities for pupils to celebrate cultural diversity and to engage in a variety of activities related to crafts, music, drama and story-telling. Links with Enkalweni school in South Africa have raised pupils' awareness of a different way of life, while a talk given by a member of India's 'untouchable' caste gave them valuable insights into the structure of Indian society. In religious education lessons, pupils are taught about major world faiths and learn to respect beliefs that differ from their own. Special events such as 'Book Week', 'World Book Day' and Christmas drama productions are clearly memorable occasions, and they are used well to promote pupils' awareness of authors and of books. During assemblies and in music lessons, pupils learn to appreciate music from many countries, and even very young pupils in the Year R/1 class are taught to develop an ear for music as diverse as a Gregorian chant and an African drumbeat when they return to class after lunch. Overall, however, provision for pupils' cultural development is not as fully embedded into the daily curriculum as it should be, and provision for art is a particular area of weakness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. Bulford is a calm and secure community where the good care and support given to pupils is a strength of the school. Particular efforts are made to welcome new pupils into the school and to assess their capabilities so that they can quickly feel confident about their work and establish new friendships. Parents have confidence in the school and, information about children is readily shared. This ensures that staff know the pupils' particular social or pastoral needs and can provide well focused and sensitive support. Support staff and lunchtime supervisors also well briefed and provide a continuity of care throughout the school day. All pupils are treated with respect and kindness and this helps build their self-esteem and confidence. Pupils know that any worries or concerns will be listened to sympathetically. Sound use is made of outside experts, when available, to support particular medical, educational or behavioural needs. Child protection issues are well handled with annual reminders to all adults about awareness and the procedures to be followed. The school uses the good practice of telephoning families if their children's absence from school is unexplained.
33. The school is particularly effective in the promotion of good behaviour and positive attitudes to school. All adults in the school are aware of the school's policy, which is based on high expectations and pupils taking responsibility for their actions, and it is consistently applied. The simply worded golden rules are prominently displayed in all areas of the school so that all pupils know what is expected of them. They are enthusiastic about earning privilege points during the week which entitle them to choose their preferred activities in 'golden time' for part of the afternoon at the end of the week. The School Council meets regularly, enabling pupils to express their views about how the school might be improved. This fosters a sense of ownership and

pride in pupils about the school community. The rare occasions when there is bullying are quickly identified and are dealt with effectively. Any incidents of poor behaviour, including those that have led to the three exclusions this year, are scrupulously documented and parents are always kept fully informed. Behaviour plans and partial offsite attendance are appropriately made to support those who find it more difficult to maintain the high standards of behaviour expected. Staff are appropriately trained in the use of physical restraint and, again, any incident where this has to be used is correctly documented.

34. Attendance monitoring is regular and thorough, and parents are reminded in each newsletter of important dates for national tests when absence for holidays will not be granted. Appropriate records are maintained of the very few pupils who do not arrive in good time in the mornings. The school has well planned arrangements for induction, including home visits before children start in the nursery. This helps new ones to settle in quickly to school routines.
35. Personal, social and health education has a high profile in the school. The well planned programme of study appropriately covers sex and drugs education as well as aspects of citizenship, personal safety and healthy eating. As well as weekly lessons when children can talk about their feelings and discuss School Council issues, the pupils also benefit from being able to choose activities in 'golden time'. The 'golden book' assembly recognises individuals' achievements and acts of kindness through the week. These extra activities make a significant contribution to pupils' sense of well-being and foster positive attitudes, preparing them well in life skills.
36. The school has well established routines to cope with and record minor injuries, accidents and emergencies, and appropriate arrangements are made to meet the needs of pupils with specific medical conditions during the school day. Teachers have carried out risk assessments of their areas and properly remind pupils about safe practice in lessons. The main burden of health and safety inspections at present falls to the headteacher and more support from governors or local authority experts could usefully be provided. Apart from two safety issues raised with the school, the buildings and grounds provide a safe and secure environment for the pupils.
37. All adults in the school are aware of the need to support pupils arriving or departing during the school year and additional support is appropriately available to ensure that pupils' abilities are quickly assessed on arrival. The school keeps good stocks of new and second-hand uniform available for such pupils so that they can quickly feel part of their new community. The 'buddy' system of befriending is very effective in ensuring that they feel welcome, settle into their new environment and make friends. The school is sensitive to the stress pupils might feel from having parents away from home and encourages pupils to talk about their feelings.
38. Overall, procedures for assessment are satisfactory. Improvements have been made since the last inspection so that more effective use is now made of assessment information. The rapid assessment of new entrants is a particular strength. There are effective assessment systems in the Foundation Stage which are well used in the nursery and used satisfactorily in reception. Documentation provides clear and comprehensive information on all aspects of the assessment, recording and reporting process, including the use of targets. Evidence shows that the policy is generally being implemented satisfactorily. Pupils have individual targets for writing and mathematics and are fully aware of these.

39. There is some effective use of ongoing assessments by teachers and teaching assistants to inform teaching. For example, lesson plans are adjusted as a result of assessments in English and mathematics. This is an improvement since the last inspection. The assessment of ICT has also improved since the last inspection. Assessments at the end of units of work, which inform annual reports to parents, and occasional assessments of particular skills through observation, ensure that assessment is satisfactory in most areas. However, assessment procedures require improvement in art and design, design and technology and geography to help raise pupils' standards. The quality of teachers' marking is satisfactory overall. However, there is variation in practice. The best marking provides pupils with clear indications about the strengths and weaknesses in their work, and how to improve it further, while some feedback is too generalised and sometimes gives praise without due cause.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The good partnership that the staff build up with parents is based on their open and welcoming approach and the good quality information provided about school activities. Consequently, parents develop a high level of trust and satisfaction with the school, and are complimentary about the education their children receive. They know that they will be kept informed if the school has any concerns about educational, pastoral or behavioural issues and are willing to share their own concerns with staff when necessary. Parents particularly appreciate the opportunity to talk with the headteacher in the playground at the beginning of the school day. Parents' responses during the pre-inspection meeting and through the questionnaire returns show they hold the school in high regard.
41. Documentation, including informative monthly newsletters, provides clear and comprehensive details about the school's activities and expectations. Summaries are sent to parents at the start of each term outlining the topics that are to be taught. Class assemblies, school productions and the annual open day also help parents to become familiar with their children's achievements. A useful welcome pack is prepared for new parents which includes helpful guidelines on supporting children's learning at home, for example by encouraging reading. The governors' annual report to parents, whilst being clearly written, does not present test results of pupils in Year 6 in a format that allows parents to compare the percentage of pupils achieving above average standards with the national figure. This does not meet statutory requirements.
42. Parents have the usual range of opportunities throughout the year to discuss children's progress and targets for improvement with class teachers. These consultations are usually well attended. Annual written reports provide adequate detail about pupils' strengths and weaknesses and attainment in all subjects across the curriculum. Although a small minority of parents expressed dissatisfaction about homework, evidence from the inspection shows that appropriate tasks are regularly set and marked.
43. For their part, most parents are supportive of the school and their children's learning. They ensure that their children attend regularly and on time, and invariably support events in which their children are participating. However, despite frequent requests and friendly guidelines about being a helper in school, very few parents volunteer to come into school to help in classes or hear reading. The Parents' Association has recently been restarted and has a programme of fundraising events to benefit the school.

44. The school works hard to establish positive links with the parents and carers of all pupils with special educational needs. Staff ensure that parents are informed when pupils' special needs are first identified, and they make every effort to involve parents in reviews of their children's progress. Although most parents value the school's efforts on their children's behalf and are pleased to work in partnership with staff, some, for a variety of reasons, find it difficult to attend the meetings arranged to discuss their child's progress. However, parents who attended the pre-inspection meeting with the registered inspector spoke appreciatively of the school's work on behalf of pupils with special educational needs, and written responses to a recent questionnaire distributed to parents by the school showed a very favourable response to provision for these pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The school benefits from a committed governing body which makes a positive contribution to the life of the school. Appropriate committees are established and make a valuable contribution to the leadership and management of the school. The chair of governors visits very frequently and the governors with responsibility for literacy, numeracy and special educational needs are taking a keen interest in the school's work in these particular areas. The governors are well aware of the challenges posed by the high percentage of pupils who transfer to and from the school, and the negative impact this situation generally has on the results of statutory tests. However, there is scope for governors to be more aware of the detail of the test results in Years 2 and 6. At present, statutory requirements are not met because the governors' annual report to parents does not include the percentage of pupils who achieved above the nationally expected level in the statutory tests, together with comparative figures for other schools. In all other respects, however, statutory requirements are met. The governors have been fully involved in establishing the school's mission statement and discuss the implementation of the school improvement plan during their meetings. However, their involvement in the formulation of the plan is limited, and could be increased. The governing body is developing its role as critical friend to the school but sometimes needs to ask more challenging questions to hold it to account. For example, evidence suggests the governors needed to be more rigorous in checking whether the school had successfully addressed all the weaknesses identified in the last inspection report. On occasions, weaknesses in the school's monitoring procedures mean that senior management and subject co-ordinators are not in a strong position to provide governors with a clear evaluation of the school's work. This further limits governors' awareness of the strengths and weaknesses in the school. Overall, however, the work of the governors is satisfactory, and they are successful in promoting positive relationships with the staff and in praising good achievement when it is brought to their attention.
46. The acting headteacher has been in post since September 2002, while the permanent headteacher is seconded for the current academic year. The acting headteacher knows the school well through her previous experience as deputy headteacher and promotes a positive and caring atmosphere. She is conscientious and has good interpersonal skills which are evident in her constructive relationships with governors, staff and pupils. She takes care to listen to the views of parents and they praised her approachability during the pre-inspection meeting and through the questionnaire returns. The acting deputy headteacher provides staff with a very good role model through her well informed, enthusiastic approach and her very good teaching skills.

47. The last inspection identified weaknesses in the school's procedures for monitoring its performance. A comprehensive monitoring policy was subsequently formulated but this policy is only partially implemented and weaknesses remain, particularly in relation to the work of subject co-ordinators. The acting headteacher receives teachers' planning for all curriculum areas, and has a broad overview of its quality. However, most co-ordinators do not scrutinise planning for their subjects and it is understandably difficult for the acting headteacher to analyse all subjects with sufficient precision. She sometimes provides informal feedback to staff in relation to planning but there is no record kept of strengths or weaknesses found. Records show the permanent headteacher and the acting headteacher have undertaken an adequate number of classroom observations to assess the quality of teaching in the school, and teachers have received feedback which has a beneficial effect on their professional development. However, the focus for these observations could sometimes be more precise, particularly if they were able to be informed by pertinent information gathered from the monitoring of subject co-ordinators.
48. All co-ordinators willingly provide advice for their colleagues when it is requested and have a sound awareness of the availability of resources for their subjects. However, none has observed teaching, except on rare occasions when 'shadowing' a visiting specialist adviser from the local education authority, and there are no clear plans for them to observe teaching, even in the key subjects of English, mathematics and science. Most co-ordinators do not study samples of pupils' work systematically to judge pupils' progress and standards as they move through the school and, as stated earlier, do not receive planning for their subjects. As a result of these weaknesses, co-ordinators are generally in a weak position to identify strengths in their subjects, and to target areas for improvement with sufficient precision. Overall, the school has made insufficient progress in rectifying deficiencies in monitoring which were identified in the last report.
49. The school improvement plan for the last financial year provided a sound overview of the priorities to be addressed. Action plans for individual initiatives were formulated and these provided appropriate information, including about success criteria, timings and those responsible for leading the tasks. Overall, the plan was a useful management tool but gave little indication of priorities beyond April 2003. At the time of this inspection, in May 2003, the acting headteacher was still in the process of drafting the new improvement plan. Consequently, there was no agreed planning for the current term or for the remainder of the financial year. While this situation is likely to be rectified by the latter part of the summer term, it does highlight the need for more effective longer term strategic planning in the school. Financial planning is satisfactory overall, but there is scope for improvement. The school improvement plan for the last financial year included costings for key initiatives but costings cannot be assigned to initiatives beyond April 2003 because they have not been fully agreed. Key decisions about finance for staffing are made after careful consideration by the full governing body, and governors ensure that value for money is provided when building improvements are made. However, weaknesses in the school's procedures for monitoring its performance means governors often have rather limited information to prioritise the most effective use of funding; and long term strategic planning needs further attention. The school carried forward over £100,000 into the current financial year, which is an unacceptably high figure. As a result of the school's favourable financial position, the governors have decided to allow each teacher a half day each week, without a teaching commitment, to plan their lessons. While this initiative reflects the governors' awareness of the pressure of teachers' time, there are no rigorous procedures to check whether improvements in planning are being secured.

In addition, the use of finance to provide time for subject co-ordinators to develop their roles has not been adequately discussed.

50. The school has adopted a sound performance management policy, and this is being satisfactorily implemented. There are sufficient teachers and collectively they have the expertise and experience to cover the age and ability range of the pupils. Teachers' subject knowledge is generally secure but evidence suggests that some would benefit from in-service training to increase their knowledge, and to raise their expectations of pupils' potential achievements, in art and design, design and technology and geography. The school needs to do more to help subject co-ordinators to fulfil their roles, including by providing training to enable them to utilise an appropriate range of monitoring strategies. There is good provision of learning support staff, and they make a valuable contribution to pupils' achievement. The office staff help the day-to-day organisation of the school to run smoothly, and the caretaking staff ensure the buildings are kept in clean condition.
51. The leadership and management of special needs provision are effective and pupils make good progress. The headteacher is ably assisted in her work as special educational needs co-ordinator (SENCO) by a full-time support assistant who plays a pivotal role in the day-to-day management and administration of provision. Policies, procedures and practices related to all aspects of special needs provision are in place, and systems run smoothly. The school has invested generously in support staff, and all classes now benefit from the services of full-time teaching assistants who work to the direction of the class teacher and who often support pupils with special educational needs. All staff are suitably trained in those areas of special needs work most relevant to the pupils they teach. Delegated funding for pupils is spent wisely, and the needs of pupils with statements are met appropriately. The school's procedures for identifying pupils with special educational needs work well, and arrangements for monitoring and recording their progress are thorough. There are constructive links with outside agencies and with specialists who work with the school to support pupils. All statutory requirements in regard to special educational needs provision are fully met. The special educational needs governor is fairly new to her role but has already taken suitable steps to familiarise herself with various aspects of provision and with legal requirements.
52. The school's accommodation is satisfactory overall, although the provision for pupils in Years 3 to 6 is less than ideal, being in temporary classrooms separated from the main building. There are sufficient learning resources for all subjects but library provision requires improvement.
53. This is a sound school where the teaching enables pupils to make mainly sound progress in their learning. There are particular strengths in the teaching in the nursery, and in Years 2 and 6; and in the school's provision for pupils with special educational needs. Pupils' personal development is fostered strongly, and their attitudes, behaviour and relationships are a credit to the school. Pupils need to make better progress in a minority of subjects, and there are aspects of teaching and leadership and management which need to improve. Overall, however, the school's strengths and satisfactory features outweigh these weaknesses and it provides sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to improve elements of leadership and management, standards and the quality of teaching, the headteacher and governors should include the following issues in the school's post-inspection plan.

- (1) Raise standards in art and design in Years 3 to 6 by:
 - (a) ensuring the subject is given more attention;
 - (b) improving planning so that pupils' key skills are developed progressively;
 - (c) raising teachers' expectations and improving their subject knowledge by providing well focused in-service training.

Raise standards in design and technology in Years 3 to 6 by:

- (a) improving planning so that pupils' key skills are developed progressively;
- (b) raising teachers' expectations and improving their subject knowledge by providing well-focused in-service training.

Raise standards in geography in Years 3 to 6 by:

- (a) ensuring the subject is given more attention;
- (b) ensuring that planned units of work are implemented properly, with sufficient attention given to the development of geographical skills;
- (c) raising teachers' expectations and knowledge by providing well focused in-service training.

- (2) Improve aspects of teaching so that pupils make more consistent progress across the school, including in the key subjects of English, mathematics and science, by:
 - (a) ensuring that tasks are matched to pupils' learning needs;
 - (b) improving the pace of some lessons including by reducing teacher talk and increasing pupil activity;
 - (c) improving the questioning skills of some teachers so they check pupils' understanding and develop their learning;
 - (d) ensuring that teachers provide well judged feedback which helps pupils to understand how they can improve.
- (3) Develop the monitoring roles of co-ordinators by:
 - (a) defining their roles and responsibilities clearly and how they will be achieved, including how they will be supported by senior managers and financial strategic planning;
 - (b) providing well focused in-service training to help co-ordinators to develop their roles;
 - (c) ensuring they increase the rigour of their analysis of pupils' standards and progress across the school, and of the strengths and weaknesses in the teaching.
- (4) Improve strategic planning by:
 - (a) ensuring the school improvement plan is securely in place at the beginning of a new year period;
 - (b) identifying priorities beyond April 2004;
 - (c) evaluating the school's performance more rigorously so that clear needs are identified to inform strategic financial planning.
- (5) Ensure that statutory requirements are met by including all necessary information about the SATs results in the governors' annual report to parents.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	20	28	3	0	0
Percentage	0	15	33	47	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	11	229
Number of full-time pupils known to be eligible for free school meals	n/a	17

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	46

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	105
Pupils who left the school other than at the usual time of leaving	68

Attendance

Authorised absence

	%
School data	4.3

Unauthorised absence

	%
School data	0.3

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	22	10	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	16
	Girls	8	7	9
	Total	20	18	25
Percentage of pupils at NC level 2 or above	School	63 (52)	56 (61)	78 (73)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	16	17
	Girls	8	9	8
	Total	20	25	25
Percentage of pupils at NC level 2 or above	School	63 (58)	78 (76)	78 (73)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	14	13	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	13
	Girls	13	9	12
	Total	21	17	25
Percentage of pupils at NC level 4 or above	School	78 (63)	63 (56)	93 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	8
	Girls	12	9	11
	Total	19	17	19
Percentage of pupils at NC level 4 or above	School	70 (70)	63 (59)	70 (78)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
226	2	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.7
Number of pupils per qualified teacher	27
Average class size	28.5

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	257

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21
Total number of education support staff	1
Total aggregate hours worked per week	65
Number of pupils per FTE adult	10.5

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
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	£
Total income	619,412
Total expenditure	609,334
Expenditure per pupil	2,528
Balance brought forward from previous year	52,933
Balance carried forward to next year	63,011

Recruitment of teachers

Number of teachers who left the school during the last two years	4.4
Number of teachers appointed to the school during the last two years	4.7

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	241
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	34	2	0	0
My child is making good progress in school.	59	39	2	0	0
Behaviour in the school is good.	51	46	2	0	0
My child gets the right amount of work to do at home.	34	51	10	5	0
The teaching is good.	59	41	0	0	0
I am kept well informed about how my child is getting on.	59	29	10	2	0
I would feel comfortable about approaching the school with questions or a problem.	64	34	0	2	0
The school expects my child to work hard and achieve his or her best.	59	39	2	0	0
The school works closely with parents.	46	46	5	2	0
The school is well led and managed.	64	29	2	0	5
The school is helping my child become mature and responsible.	54	46	0	0	0
The school provides an interesting range of activities outside lessons.	39	39	10	5	7

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

55. Children are admitted to the nursery and reception classes in September each year and many have the advantage of a full year's part time place in the nursery class before they enter the reception class. Nursery children are visited at home prior to their induction visits, and their days in the nursery are built up gradually over the first term. Currently, the nursery class operates for a morning session only. The nursery class builds children's confidence and familiarity with the school, and this eases their entry into the reception class. Children start attending school full time in September or January depending on their age. The induction into the nursery and reception classes for local children, and for those from service families, is appropriately managed and sensitively supported.
56. There is a spread of attainment on entry to the nursery but a significant number of children are below average compared to children of a similar age. Children make good overall progress, in relation to their starting points, in the nursery class. In the reception class, children's progress is mainly sound, overall, but is sometimes good. Nevertheless, overall standards in communication, language and literacy, and in mathematical and scientific understanding are below average at the end of the reception year, reflecting children's attainment on entry rather than weaknesses in their progress in learning at the school.
57. The nursery is an appropriately adapted building with its own small but adequate outside play area with an area of grass and some hard surface. The reception classroom is located at some distance from the nursery. It is in a room of appropriate size but has no direct access to the outside, and no outside play area of its own. However, the children in the reception class have access to the nursery play area during some afternoons. The nursery and reception class teachers plan the curriculum carefully to cover all areas of learning. A good learning environment is provided, both inside and outside the nursery, and inside in the reception class. Activities are purposeful and well structured, enabling learning through play. The teachers' knowledge and understanding of the individual needs of the children and how they learn best makes a significant impact on children's well-being and their positive attitudes to school. The nursery teacher, nursery nurse and linked classroom assistants make a highly effective team. In the reception class, the children play confidently and engage willingly in freely chosen and directed activities.
58. Teaching in the nursery is good across all six areas of learning, and this is a strength of the school. There is a good balance between teacher-directed and child initiated tasks and staff consistently promote the development of basic literacy and mathematical skills when guiding children's learning through play. This enables all children to make good progress. Teaching in the reception class is satisfactory. Short whole class teaching sessions, and teacher directed and child-initiated tasks promote sound learning. However, children are not always sufficiently challenged to extend their learning in reading, writing and mathematics. In both classes, staff use a good range of teaching methods including whole class, group and individual teaching, demonstration, questioning and intervention in play.
59. Assessments of individual children in nursery and reception are regular and informative, and are closely linked to the nationally identified goals for learning by the end of the reception period. They are based on observations by all staff of behaviour

and achievements, and are used to help and encourage children to overcome difficulties and to progress. Overall, the quality of education prepares children well for the curriculum in Year 1 but more direct focus and time on basic skills in English and mathematics is sometimes required in the second half of the reception year.

60. Provision for children with special educational needs is good throughout the Foundation Stage because staff assess all children individually and target children's needs. Teachers and support staff work closely together to share assessments and targets. Good staffing provision in the nursery, and during the afternoons in the reception class, also benefits children with special educational needs.
61. The partnership between parents and the staff is good in the nursery and sound in the reception class. The nursery provides very good information for parents; and welcomes parents at the start of each day, when there is time for parents to talk to all staff about the children and the nursery activities. In the reception class, good information is sent home and relationships between the teacher and parents are friendly and supportive. However, there are few opportunities for individual daily contact and discussion as parents rarely come into the classroom.

Personal, social and emotional development

62. Both the nursery and reception classes provide a calm, welcoming and supportive learning environment. High priority is given to personal, social and emotional areas of learning. As a result, children develop positive attitudes to school and make good progress in this important element of their learning in both classes. Exciting and stimulating activities help them to be keen to become involved and enable them to grow in independence to select and use resources. In both classes, children are developing the ability to concentrate and become familiar with the daily routines. In the nursery, children self register and quickly select and become involved in activities. In pairs, they help to organise the snacks for other children. They play well together and are learning to take turns, for example when using the climbing equipment. In the reception class, the children are given responsibility to think for themselves. They decide some of the activities they will become involved in, and they sometimes mark these on their play plans.
63. In both classes, children are encouraged to talk with staff and they relate to them well. These good relationships enable children to share their thoughts, ideas and feelings. All children receive frequent positive feedback and praise which increases their self esteem and their confidence. Excellent models of care are set by the staff, who constantly encourage children to consider the needs of their classmates. New children entering these classes are quickly settled and made welcome by the other children. Respect for others is further extended by resources and stories from a range of cultures. Staff help children to develop an awareness of right and wrong ways to respond, praise good choices of behaviour and intervene sensitively to support individual learning. There are high expectations of behaviour in both classes which children respond to positively. This is developing children's good social awareness and enables them to co-operate, for instance when taking different roles in the role play fruit shop. Children are encouraged to learn to listen to each other in a big group and many children in the nursery class can now do this, enabling further development of speaking and listening skills. The children in the nursery are encouraged to look after their personal needs and belongings and find their coats, to help each other to put on aprons and to put on and take off their shoes. The reception children take care of their belongings, dress themselves and tidy up well after activities.

Communication, language and literacy

64. Although there is a spread of attainment, the language skills of many children entering the nursery are below average for their age and, despite the rich learning opportunities offered and the good progress children make, their language skills are mainly below average at the end of the reception year. Teaching in the nursery and in reception enables all children to gain confidence and skills in speaking and listening to adults and to other children. The development of children's speaking is given a high priority and staff listen sensitively, encourage and support new vocabulary and draw out children's thoughts and ideas. Children learn to listen carefully to adults and to each other and to make comments and ask questions. They can negotiate the sharing of toys and develop imaginary play using language together, for example when buying vegetables at the shop or when the vet is asked to treat a sick cat in their role play.
65. In both classes, they enjoy listening and joining in with stories and rhymes. In the nursery, the story of 'Handa's Surprise' was the theme for the week. By the end of the week many children were able to sequence and join in with parts of the story, although a significant minority were reluctant to offer suggestions or answers in a large group. The nursery staff encourage parents to share books with children and regularly note children's comments about books read to them at home. In the reception class, children are gradually building up their knowledge of words they can read, but these words need more constant emphasis in the classroom to provide more regular opportunities for learning. The children have a growing vocabulary of special terms for talking about books using words like 'author', 'illustrator' and 'title'. During the inspection, the class enjoyed sharing the book 'I love animals' with the teacher, but insufficient emphasis was given to some of the words used most frequently in the story in order to assist some children's learning. The children have words to take home to learn but these are not sufficiently matched to their knowledge and do not ensure that more able children progress as well as they should. The children in the reception class clearly enjoy stories and handle books carefully. They regularly take home a library book and are now taking books home which many of them can read independently. More able children are starting to use a combination of picture, word and sound clues as they read. However, some of the independent reading books being used are insufficiently challenging and more varied texts could help confident children make faster progress with their reading.
66. The most advanced learners in the nursery are beginning to recognise letters and write their names. Some of the children regularly use the writing table to mark-make and draw, and staff track children's activities and ensure all children have these mark-making experiences. Staff are helping children to develop appropriate ways to hold pens and pencils and there is a very good teaching focus on developing basic skills for writing from a range of activities, for example to record the planting of seeds. In the reception class, most children now know a large number of the sounds necessary for reading and writing, and many children can write some of these and form some of the letters correctly. The initial learning of sounds has been well linked with actions which has helped even the least able children to remember some of the sounds. The pace of teaching now needs to be accelerated to ensure more children become confident in blending sounds together and linking this knowledge to their early reading and writing. Most children are at a very early stage of writing, but some are beginning to write labels beside their drawings, for example naming the animals from the class story. They understand the direction for writing and can build simple words using known sounds. The children are beginning to make good use of their

emerging writing skills in their role play, for example in making appointments at the vet and entries in the diary, and are very well supported by resources and suggestions from the teacher. Some children make regular use of the writing table and enjoy making their own books, with girls more frequently selecting this activity. Overall, pupils' communication, language and literacy skills are below average on entry to Year 1.

Mathematical Development

67. When children enter the nursery, their mathematical development is generally below average. They make good progress with their mathematical learning which has a high teaching focus. Many children have learnt to count accurately to five and can chant numbers past ten. The nursery team uses every opportunity to refer to numbers and counting in meaningful contexts. The toilet doors are numbered, the bikes and wheeled toys have a numbered parking place and staff count with the children at every opportunity, for example to discover how many more children to have their snack, the number of seeds in an apple or orange, or the number of ducks in the net. Children have rich opportunities to use mathematical language; and the fruit and vegetable shop role play area provides opportunities for children to count, consider weight and size and the cost of different fruits or vegetables. These experiences and conversations with staff result in many children in the nursery making good progress with their learning of mathematical vocabulary and in counting. For example, one child whilst cutting out dough shapes counts accurately to eight then chants correctly the numbers to 16. 'Look I have made 16 biscuits,' she says, or a child rolling balls down a pipe from a basket says 'There are three balls left'. Play activities are also designed to encourage the early recording of some numbers, for example counting how many ducks are caught in the nets. Number songs and rhymes are used to introduce and reinforce number names, counting and understanding.
68. This mathematical learning is built on soundly in the reception class. In class group times, children are learning to chant the sequence of numbers to one hundred, linked with different movements, and particularly learn the numbers to twenty. They recite number rhymes to consolidate their understanding of counting and number operations. Children have regular access to sand and water to experience, observe and discuss changes in the quantity in buckets and containers. They develop their knowledge about the days of the week and the months and begin to understand the sequence of time throughout the day and are introduced to early experiences with measurement and to the names of shapes. Some children are being introduced to simple number stories and are learning to write number sentences using mathematical symbols, and to think about number stories involving 'doubles'. However, the time devoted to teaching mathematical ideas in class or group sessions now needs to be increased in the reception class.

Knowledge and Understanding of the world

69. Children's knowledge and understanding of the world are broadly in line with the levels expected for their age by the end of the reception year although their scientific knowledge and understanding remain below average. Evidence from observations, from this year's planning, from photographs of last year's activities and from records of children's experiences and achievements show that children receive a sound foundation for the later study of geography and history. For example, they learn about the passage of time and about changes in relation to their own lives and the toys they have. They consider, through their role play, how domestic activities are

carried out and how these have changed over time. Children talk about significant events in their own lives and in the lives of their close families. They describe the different places they have lived in and sometimes staff use photographs to talk about these places. They observe the changing dates and seasons and changes in the weather, go for walks at different times of the year and learn to use everyday terms that distinguish the past and the present. In the nursery class, children took a Spring walk around the school grounds and observed and discussed features and seasonal changes in the environment. The reception class noted the changes recently made to the built environment. They walked to the village and painted some of the features they recognised. They visited the local fish and chip shop and recreated this shop in their role play area. In both the nursery and the reception classes, children are using language associated with the passage of time and changing dates and seasons, and they are learning to put events in order and to describe the world around them. The reception class children also learn about 'special days', some of which are introduced through school assemblies. They consider their school and its features and other buildings in the village. They create 'maps' with play equipment and describe the features in the environments they have created.

70. Overall, children in the nursery and reception classes make at least satisfactory progress in the development of their scientific knowledge and understanding of the world. They learn how to make toys move, and about pushes and pulls. They are made aware of light from different sources and they understand about how things grow from their planting of broad beans and their observations of the developing bean plants. They are encouraged by all staff to look closely, to observe and ask questions about what they see. For example, during the inspection, different fruits are cut open in the nursery and their seeds were extracted and examined using large lenses. In the reception class, there was close observation of snails. Children tried to find out how they moved, what they ate and what they liked. Reception children found mini beasts under stones in the nursery garden and discussed the features and habits of the mini beasts they had discovered. They drew these using the drawing program on the computer and made models of some mini beasts.
71. In the nursery, children's completed work suggests they are making at least satisfactory progress when learning to join materials to make simple shakers to use as musical instruments. In the reception classes, children join materials to make models in freely chosen and directed situations, for example making mini beasts. They are gaining skills in planning and in joining materials. They have ample opportunities to use construction materials, and enjoy playing with a range of materials.
72. In both the nursery and the reception classes, a classroom computer is available for children to use to develop and practise mouse control skills and also to promote their learning in other areas, for example in mathematics. Children are confident to operate it independently and often co-operate well when sharing the computer. They show sound development of appropriate control of the mouse, and have good opportunities to develop colour recognition and drawing skills. In the reception class, they use programmable toys and this supports their knowledge of counting and direction. Children in both the nursery and the reception class also have opportunities to use the computer suite in groups, and this provides opportunities for a wider range of programs. The children in the nursery class make particularly good progress during these sessions.

Physical development

73. Children in both the nursery and the reception classes benefit from access to a wide range of materials and experiences to develop their fine control skills. They use puzzles and handle beads, pegs, play dough, bricks, other construction materials and scissors. There is steady and often good improvement in these skills over the time spent in these classes. Daily outside play in the nursery provides good opportunities for children to develop control of their bodies through ride-on toys, and the use of games equipment. Reception children also make use of these opportunities with appropriately raised expectations of increased independence and more complex physical challenges. Nursery children have one structured movement session weekly in the hall and most are developing good skills in controlling and changing the quality of their movements. For example, during the inspection, they could move in a way that imagined a fruit basket on their heads, move in straight and curved paths and could mime certain animals and their movements. In the reception class, children are gaining control with small equipment involving throwing and catching. In a dance lesson they were able to match their movement to that of particular mini-beasts. Children show they can move in different ways, they are aware of space and most can alter the quality of their movements. Overall, children make good progress in their physical development through free play activities and structured group lessons, and in large body movements they achieve in line with other children nationally.

Creative development

74. Children's creative development is fostered effectively by a good range of play activities in the nursery and reception classes. Children use their imagination in the role-play greengrocers and the vet's, and they have opportunities to learn through small world play, for example with mini beasts or dinosaurs. There are opportunities to paint and draw freely and to engage in creative activities: for example by printing with a balloon or making a pattern track with a paint dipped marble.
75. In the nursery, children listen to music, use computer programs with sounds and explore sounds made by instruments. They sing familiar songs with actions and enjoy counting songs. The children in the reception class readily join in with nursery rhymes and action songs and enjoy these whole class opportunities to respond to songs and rhymes. They listen to music and story tapes and in assemblies many of the children are already trying to join in with repeating phrases in school hymns. Good opportunities are provided for creative activities and children make good progress through these experiences, with most reaching the expected standards by the end of the reception period.

ENGLISH

76. On entry to Year 1, the communication, language and literacy skills of most children are below average, and those of a significant number are well below average. Few children attain standards which are above average for their age.
77. Given the profile of attainment on entry, it is not entirely surprising that, in recent years, the school's results in the national tests for pupils aged seven should have been below, and sometimes well below the national average. Indeed, in 2002, the overall results for pupils of this age were well below the national averages in both reading and writing, and were also well below the average results of similar schools. Nevertheless, as is appropriate, the few most able pupils attained standards in

writing that were above average for their age. Although the school's results in the national tests of English for pupils aged 11 were below the national average in 2002, they were broadly in line with the average results of similar schools nationally, and the school exceeded its own targets.

78. Inspection findings broadly reflect the SATs results and show that overall standards are below average in English in Years 2 and 6. However, in most year groups and in most lessons, pupils make sound progress in relation to their starting points. In Years 2 and 6, where teaching is particularly effective, progress in lessons is often good. As in many schools, there are significant variations in the overall attainment of pupils in different year groups. Patterns of attainment are made unpredictable by the transfer in and out of school of large numbers of pupils whose parents serve at the nearby army base, and also by sometimes significant variations in the numbers of pupils with special educational needs. There are very few higher attaining pupils in any one class. When account is taken of pupils' capabilities, their starting points and, in a large number of cases, the inevitable disruption caused to their education by frequent relocation, current standards in Years 2 and 6 represent sound achievement. Pupils with special educational needs are supported well and make good progress although, as is to be expected given their sometimes complex learning difficulties, their attainment often remains well below average for their ages.
79. From Year 1 onwards, most pupils have mastered the social skills that underpin good listening. For example, they have learned to look at the speaker - pupil or teacher - and they show interest in what others have to say. They are polite and courteous, and they know they should wait for a signal for their own turn to speak. These skills and attitudes are developed early on and remain good throughout their time in the school. For example, pupils listen very well during assemblies, and their good, patient habits as listeners undoubtedly contribute to the spiritual atmosphere which prevails. However, in certain other respects, pupils' listening skills are below average. For example, irrespective of age, there are many pupils who, although listening politely, find it difficult to assimilate and interpret instructions and information. Sometimes they do not understand the terms used or the concepts involved when tasks are explained to them and, as a result, their work does not always reflect the care and the effort teachers have invested preparing them to work independently. In a similar way, there are both strengths and weaknesses in pupils' skills as speakers. For example, most pupils aged seven are able to engage well with others in small groups or one-to-one when circumstances require them to interact socially or to talk about matters of personal interest. They are also able to adopt roles and use language imaginatively, for example when solving a problem in the 'space-ship' in their classroom. However, many pupils lack confidence when invited to answer questions related to academic work, and some choose to remain silent when working in class groups. Both at seven and 11, there are significant numbers of pupils who experience difficulties expressing their ideas clearly and logically, whose general vocabulary is limited, and who do not readily appreciate the differences between their own spoken language and Standard English. While most pupils aged 11 are happy to read their own work aloud and do so fluently, they do not always take full account of their audience's needs by speaking audibly.
80. By the age of seven, most pupils demonstrate satisfactory reading skills. They are familiar with terms such as 'author', 'illustrator', 'character' and 'events', and they can talk in simple terms about the kinds of stories they like to read. They understand the basic structure of a story, and they can retell the parts they like best, referring, for example, to the 'beginning' and the 'ending.' They can explain the difference between stories and information books, and they know the terms 'fiction' and 'non-fiction'. The

few higher attaining pupils can identify the main ideas in a text about the planets and can record their findings in note-form. With some support from their teacher, pupils of average attainment can devise questions about the planets and can then use simple information books to find things out. Some lower attaining pupils are still in the very early stages of reading and are beginning to recognise some words and phrases. They use evidence from pictures and a developing awareness of phonics in their efforts to work out meaning. However, weaker readers at this stage and in older classes generally use too narrow a range of reading strategies. Their grasp of phonics is insecure, so that they depend too heavily on initial sounds, and they seldom employ the strategy of reading-on and using the wider context of a story to work out the meaning of particular words. High attaining pupils aged seven read fluently and well, although the books they are given, or choose for their personal reading, are seldom challenging in terms of their content and ideas. In contrast, the few higher attaining readers aged 11 choose books with challenging language and complex ideas. They read fluently and expressively, and they demonstrate a very good level of understanding of what they read. The majority of Year 6 pupils read books and other texts appropriate for their age. Overall, they are able to cope satisfactorily with the reading demands made on them by work in English and in other subjects, although many find inference difficult and therefore do not always understand what is implied rather than explicitly stated. In many cases, too, their progress is impeded when they meet unknown words and when language is used in figurative or idiomatic ways.

81. Higher attaining pupils aged seven and 11 write well for their age. They produce extended pieces of writing for a suitable variety of purposes in English and in other subjects, and their work achieves a high degree of technical accuracy. By the end of Year 6, the most able pupils produce well crafted narrative which engages the reader, and some also undertake individual research projects which result in well organised and beautifully presented work. However, written work of such good quality is rare. Nevertheless, pupils are encouraged to see themselves as authors from a very early age, and there are many class-books and anthologies which contain short but well written samples of work by pupils of all ages and abilities. The written work produced by pupils independently in response to tasks set in English lessons is generally of a lower standard, and occasionally the standards of handwriting and presentation are unnecessarily low. Evidence from lessons shows that many pupils experience difficulties with verbal expression, and it is therefore not surprising that they also find it difficult to express themselves clearly when they write. Many pupils also experience difficulties maintaining overall coherence in their pieces of writing, while the lowest attaining pupils sometimes write very little at all in the time they are allocated. Many pupils have too few strategies to draw on to help them with spelling, and spelling has rightly been identified by the school as an area for development. Other general weaknesses in the work of many pupils of all ages include inconsistencies in the use of punctuation, poor sentence structure and grammatical errors. In many cases, pupils find it difficult to apply, simultaneously, the very many skills needed to achieve high standards in writing. The fact that they often seem unaware of the differences between their own spoken language and the written forms of Standard English further compounds their difficulties.
82. The teaching of English is mainly sound, and occasionally good or better. Only one unsatisfactory lesson was observed. Common strengths of the teaching include: good relationships with pupils that mean pupils are willing to learn; thoroughly planned lessons with very clear learning objectives; careful tracking of pupils' progress; good provision and support for pupils with special educational needs; effective behaviour management; and good organisation with carefully prepared

resources and activities matched to the needs of different groups of pupils. In the most effective lessons seen, in Years 2 and 6, teachers' knowledge and understanding of the subject are very secure, and they have suitably high expectations of all pupils. In addition to the rigorous pursuit of learning which has been planned, they are also able to exploit opportunities for learning as they arise, and their skills in ongoing assessment allow them to pose challenges and address weaknesses in pupils' individual performance even as the lesson progresses. In these classes, pupils of all abilities are involved actively as partners in the learning process. In other lessons, when teaching is judged to be sound, there are both strengths and weaknesses. Sometimes, teachers focus narrowly on the learning objectives planned specifically for a lesson but overlook other very significant weaknesses in pupils' performance. Often, too few pupils are actively involved, particularly during whole group discussions; and feedback to pupils lacks the rigour and detail necessary to help pupils improve. Occasionally, plans for group work are so complex that the demands on the teacher in organisational terms are too great and detract from the primary focus of helping pupils' to improve their use of language. In the very small proportion of unsatisfactory teaching seen, pupils' misconceptions were not dealt with adequately. The marking of pupils' written work is particularly effective in Years 2, 4 and 6 where pupils are given very clear indications as to how to improve, and where the achievement of personal targets for writing are acknowledged and commended. Elsewhere, marking sometimes praises poor effort and unnecessarily untidy work and fails to give specific guidance as to how to improve. Few teachers intervene sufficiently, either in lessons or in marking, to help pupils express their ideas logically and coherently in well constructed sentences or to recognise when it is appropriate to use the grammar and vocabulary of Standard English rather than the colloquial forms familiar to them in their spoken language.

83. The two literacy co-ordinators who share responsibility for English throughout the school have undertaken some useful monitoring of teachers' planning and have investigated specific aspects of pupils' work, including spelling and writing. There has been some limited analysis of the results of national tests, and moderation procedures have been introduced with the aim of reaching common agreement about standards. Since the last OFSTED inspection in 1997, these various activities have led to identifiable improvements, particularly in regard to planning, teaching, resources and assessment. There remain, as in 1997, some areas of weakness still to be addressed. For example, there are inconsistencies in the teaching approaches used in different classes, including in regard to the teaching of spelling and to the balance between skills-based work and writing for real purposes. In some classes, teachers make very effective links between subjects so that pupils develop and apply their literacy skills effectively, for example in history, as in Year 4. In Year 3, the use of worksheet-based tasks in history means that pupils miss valuable opportunities to write. While pupils in Year 2 learn to read for information using non-fiction texts, there are no whole-school plans for pupils to develop such skills progressively, for example by using the library and other resources. Indeed, library and study skills are generally under-developed except by the most able, older pupils. On a more positive note, the development of role-play and opportunities for pupils of all ages to participate in drama are having a beneficial effect on pupils' confidence as speakers, while the recent drive to establish links between reading and writing means that what pupils write is increasingly informed by their appreciation, as readers, of the craft of writing. Learning resources for English are satisfactory overall, although library provision requires improvement.

84. In its endeavours to raise standards in reading in Years 1 and 2, the school needs to ensure that pupils acquire a wide range of reading strategies, to continue in its endeavours to involve parental support for reading, and to ensure that there is progressive development in the teaching of phonics. A diagnostic analysis of pupils' individual written work and of test results would be helpful in identifying - and then addressing - precisely those aspects of writing pupils find difficult. More generally, there needs to be greater consistency in the approaches used to teach different aspects of literacy and in teachers' marking. For this to be achieved, it will be important to extend the role of the co-ordinators so that they are involved in the direct observation of teaching and learning in lessons across the school

MATHEMATICS

85. The national tests results for Year 2 pupils in 2002 were well below the national average and the average results of similar schools. The results for Year 6 pupils in 2002 were below the national average and in line with the average results of similar schools. Inspection findings show that current attainment is below average, overall, in Years 2 and 6. Although most pupils reach the nationally expected levels, a significant minority do not and few do better.
86. On entry to Year 1, attainment is mainly below average. Inspection findings show that overall pupils make sound progress and that the national test results represent satisfactory achievement in view of their starting points at their various stages of entry to the school. However, pupils' progress is uneven in Years 3 to 6 as, in some lessons, the pace of learning is restricted and tasks are not sufficiently challenging. Progress is good in Years 2 and 6 where much of the teaching is particularly effective. Pupils with special educational needs often achieve well, and benefit from good support from teaching assistants, while higher attaining pupils make sound progress. When teaching is of a very high standard, all pupils make good progress in lessons because tasks are well matched to their needs.
87. By Year 2, most pupils can measure using standard and non-standard units, understand the place value of tens and units and many can read three digit numbers correctly. The few higher attaining pupils can interpret simple graphs and work with all four number operations. By Year 6, most pupils can order decimals, mentally calculate simple fractions of whole numbers, measure angles and choose an appropriate strategy and number operation to solve a problem. The few higher attaining pupils work with percentages confidently and understand and apply the language of averages. However, the learning difficulties of a significant minority mean their standards remain below average in both Years 2 and 6. Pupils' attitudes towards mathematics are good. In the majority of lessons behaviour is of a good standard, they try hard, persevere and respond well to challenge.
88. The quality of teaching in Years 1 and 2 is always satisfactory overall but is sometimes good or very good. Teachers share the learning objectives clearly at the beginning of the lesson and review the learning at the end. At the end of a Year 1/2 lesson, observed during the inspection, the teacher also usefully evaluated the learning from the whole week with the pupils. Open ended questions are used to extend pupils' thinking and tasks are consistently matched to different abilities with carefully chosen resources. For example, when learning about subtraction: the less able worked with a teaching assistant on problems using model people in a swimming pool; the middle ability group used individual number lines to solve subtraction problems with numbers up to 20; and the most able used a 100 square to help them subtract numbers from 100. The effective teaching in Year 2 provides

opportunities for pupils to learn orally, visually and by practical experience. All pupils are expected to think and contribute, and the teacher does not rely on taking responses from pupils who put their hands up. All pupils make good progress in their learning as effective use is made of time and they are challenged and supported.

89. In Years 3 to 6, the quality of teaching varies from just satisfactory to very good but is satisfactory overall. When teaching is just satisfactory, the learning objective shared with the pupils is not specific enough for the pupils to have a firm grasp of what they are expected to learn. Although tasks are planned for the less able and middle ability groups, the needs of the higher attainers need to be considered more carefully in these lessons. For example, in a Year 5 lesson two pupils challenged themselves to devise two and three step word number problems although initially the teacher had only asked them to devise one step problems. In Year 3 time is sometimes wasted on getting group tasks started, and opportunities are missed to encourage pupils to share the strategies they are using. Very good teaching in Year 6 ensures that all pupils, including those with different learning styles, special educational needs and the higher attainers, are supported and challenged in all parts of the lesson. For example, during the inspection, two or three higher attaining pupils set problems for the rest of the class as part of the first part of the lesson and later were asked to work out number problems orally rather than writing them down. Throughout the school, teaching assistants are used effectively, particularly to assist the learning of pupils with special educational needs. There are weaknesses in the use of ICT to support numeracy, and it was only used for a very short time in one lesson during the inspection. The National Numeracy Strategy has been implemented satisfactorily, and the school has made good use of LEA support for numeracy.
90. The assessment of mathematics is satisfactory overall. Teachers make useful adjustments to planning following observations of pupils' learning. All pupils have individual targets for mathematics and most are fully aware of their targets. Pupils' individual targets relate to longer term targets linked to National Curriculum levels. Progress through these levels is carefully tracked and used to inform intervention and additional support. This is an improvement since the last inspection. The best marking of pupils' work makes useful reference to their progress against the learning objectives and their individual targets where appropriate. It also helps the pupils to understand why they have succeeded and how they can improve. However, marking sometimes provides pupils with too little feedback.
91. The two co-ordinators have good subject knowledge and, by analysing test papers, have correctly identified specific areas for improvement. They have ensured there are sufficient resources for the subject and that these are well organised and in good order. However, they have no overview of planning, do not scrutinise samples of pupils' work and do not have the opportunity to observe teaching. As a consequence, their monitoring roles require further development.

SCIENCE

92. On entry to Year 1, pupils' scientific knowledge and understanding are generally below average. The results of the statutory teacher assessments in Year 2, in 2002, were well below the national average and the average results of similar schools. In Year 6, the SATs results in 2002 were below the national average and were also below the results of similar schools. Inspection findings broadly reflect these results, and show that current standards in Years 2 and 6 are below average, overall. While most pupils reach the nationally expected levels, a significant minority do not and

relatively few do better. Given pupils' standards on entry, and the high percentage that transfer to and from the school across the year groups, standards in Years 2 and 6 represent satisfactory achievement.

93. Overall, therefore, pupils' progress in science is sound, and it is often good in the Year 2 and 6 classes when they benefit from the most effective teaching. However, pupils sometimes mark time, particularly when tasks are not well matched to their learning needs and when the teaching could be improved. These weaker elements have a negative effect on pupils' standards.
94. When the school was last inspected, in 1997, standards were judged to be in line with national expectations in Years 2 and 6. However, less than half of Year 6 pupils reached or exceeded the expected level in Year 6 in 1997, while the school's predicted results in 2003 are within the range of 71 - 82 per cent.
95. In Year 1, there is little science work in pupils' books and there is scope for teachers to encourage pupils to make simple records of their learning more frequently. Year 1 pupils make sound progress when learning to name the main external parts of plants, and have planted seeds and watched the growth of seedlings. They can name a range of common animals but make unsatisfactory progress when completing worksheets which understandably demonstrate their limited awareness of creatures which live in different habitats. In lessons observed during the inspection, Year 1 pupils were able to name a satisfactory range of light sources, and were able to make sensible judgements about the lightest places in their classroom. However, younger Year 1 pupils made very little progress when being shown diagrams of the path of light and being taught about the differences between shadows cast by opaque and transparent objects. This work was poorly matched to their learning needs, which were at a much less advanced level. In the Year 2 class, pupils progress well when sorting materials according to their characteristics such as hardness or softness; and conduct simple tests to decide whether materials are attracted by magnets. Most can sort animals into groups, using simple classifications, but there is no evidence of pupils beginning to understand how some creatures are adapted to their environments. In a lesson observed during the inspection, Year 2 pupils made very good progress when learning about electricity, and were able to create simple circuits. However, their skills in explaining their scientific ideas are often very limited, despite the very effective teaching they receive in the Year 2 class.
96. In Year 3, pupils can interpret very simple drawings of electrical circuits to decide if they will function. They also achieve sound standards when identifying a range of materials and their uses. However, they mark time when completing inappropriate worksheets about the earth and beyond. Year 3 pupils understand that plants need water and light to remain healthy and, in a lesson seen during the inspection, made adequate progress when learning about the functions of roots and flowers. However, most pupils said nothing during the lesson, which was too dominated by teacher talk and gave pupils insufficient opportunity to develop their investigation skills through practical involvement. In Year 4, pupils' progress is more consistently sound than in Year 3. In this class, pupils make satisfactory progress when making predictions about the thermal insulation properties of different materials; and have conducted sound investigations to test their ideas. They begin to understand why some materials are particularly suitable for specific purposes, and the higher attaining pupils can explain this clearly. In a lesson observed during the inspection, Year 4 pupils made sound progress when looking carefully at leaves, using magnifiers, and when learning facts about the functions of leaves.

97. In Year 5, pupils' overall progress is just adequate. They make satisfactory progress when drawing simple electrical circuits, using conventional symbols, and have a basic understanding of the properties of solids, liquids and gases. Their progress in planning and conducting simple experiments needs to increase, however, and the results of their enquiries need to be presented more coherently and carefully. In a lesson observed during the inspection, pupils in the Year 5 class made unsatisfactory progress because too many did not adequately understand the teachers' explanations, and their written work was too superficial to take their learning forward. In Year 6, pupils make effective use of ICT to record the results of their investigations, and have a satisfactory understanding about the formation of shadows and the path of the sun. In a well planned lesson observed during the inspection, Year 6 pupils worked enthusiastically to devise investigations to discover the best conditions for the germination of seeds and the growth of plants. However, many Year 6 pupils do not have a secure understanding of the principle of fair testing and need to plan their investigations with more precision.
98. The quality of teaching ranges from unsatisfactory to very good, but is satisfactory overall. This variation in the teaching does result in inconsistencies in pupils' progress but, overall, the teaching enables pupils to make sound progress. All teachers plan their lessons carefully and identify these intentions to their classes at the outset and, in the Year 2 class in particular, very good use is made of time at the end of sessions to help pupils assess how well they have done. Teachers' subject knowledge is satisfactory, and is good in Years 2 and 6 where teaching is most effective. Overall, the quality of teachers' planning is sound but there is scope for improvement since some tasks are not well matched to pupils' scientific learning needs. The good teaching provides pupils with ample opportunities for practical involvement but in some lessons there is too much teacher talk and too little pupil activity. Scientific vocabulary is introduced and reinforced well in some, but not all, lessons; and the best teaching is characterised by effective use of questions to probe pupils' understanding. On occasions, however, teachers do not question pupils who sit silently for too long during lessons; and opportunities are missed to develop pupils' skills in articulating their understanding; and to check whether ideas have been grasped. In all lessons, teachers have high expectations of pupils' behaviour and create an orderly and positive atmosphere. Assessment procedures are satisfactory, overall, in science.
99. The monitoring role of the science co-ordinator is underdeveloped. He does not examine teachers' planning for the subject and has not undertaken a sufficiently rigorous analysis of samples of pupils' standards and progress. While he has observed monitoring by a visiting specialist from the LEA, he has yet to adopt the strategies demonstrated and has no programme for watching lessons. In addition, the results of statutory assessments have not been analysed in sufficient detail to reveal exactly what pupils could or could not do in the test papers. All of the above means the co-ordinator is in a relatively weak position to identify strengths and weaknesses in the subject, and to target areas for improvement with sufficient accuracy. The co-ordinator requires more support from senior management to develop his role, and would benefit from in-service training focused on monitoring strategies. Resources for science are satisfactory.

ART AND DESIGN

100. Pupils make satisfactory progress in art and design in Years 1 and 2, and achieve standards which are in line with national expectations. In Years 3 to 6, pupils'

progress slows and becomes unsatisfactory. As a consequence, standards are below average in the older classes in the school. When the school was last inspected, standards were in line with national expectations in Years 2 and 6.

101. In Year 1, pupils make sound progress when learning to mix their own paint colours, and have achieved satisfactory standards when creating different shades of a single colour. They achieve well when using these skills to paint interpretations of stained glass windows, using a wide range of colours. Their self portraits, created with paint and collage, represent satisfactory achievement for their ages. In Year 2, pupils make sound progress when making colourful abstract pictures using paint, chalk and pastels; and there are some examples of good achievement in the boldly created, vibrant pieces. Pupils' collage pictures of plants link well with their work in science; and their drawings of shells represent satisfactory standards.
102. In Year 3, pupils make sound progress when making repeat patterns using stenciling and string printing, but their drawing skills need to improve. In Year 4, very little art work was available for examination; and the little that was seen demonstrated unsatisfactory achievement. In Year 5, pupils have discussed the work of Magritte and have created simple pictures which reflect elements of the artist's work. Pupils' books show they have recorded the dates of the birth and death of Picasso but there is no evidence of pupils' responses to his work. Pupils have completed very simple colour mixing exercises but these represent limited challenge and, overall, there are fewer examples of pupils' completed work than might reasonably be expected in Year 5. The situation is the same in Year 6, where the subject continues to receive little attention. Although pupils make sound progress when using ICT to create images which reflect their awareness of the work of Paul Signac, their paintings demonstrate standards which are usually achieved by younger pupils.
103. Insufficient lessons were observed during the inspection to judge the overall quality of teaching in the subject. However, it is clear that the teaching enables pupils to make sound progress in Years 1 and 2 but results in underachievement in the older classes. In Years 3 to 6, the subject receives too little attention, and there is no coherent programme to develop pupils' key skills. Teachers' expectations of pupils' potential achievement are often too low in these classes, and evidence suggests some teachers would benefit from in-service training to increase their knowledge.
104. The art and design co-ordinator took on her role last September but has had little specific guidance about how she should fulfil her responsibilities. She willingly provides advice to her colleagues and organises some displays of pupils' art work in the school. However, procedures for monitoring the subject, including through analysing teachers' planning and samples of pupils' work, need to be developed. As a result, the co-ordinator does not have a clear view of pupils' standards and progress in the school, and is able to have little impact on pupils' achievements across the school. The school has, however, recognised there is a need to raise the profile of art and design and to improve planning for continuity in pupils' learning. Resources for the subject are satisfactory.

DESIGN AND TECHNOLOGY

105. Pupils make satisfactory progress in design and technology in Years 1 and 2 and standards are broadly in line with national expectations, as they were when the school was last inspected. However, in Years 3 to 6, pupils' progress in the subject is spasmodic and is unsatisfactory overall. As a result, standards are below average

and have fallen since the last inspection when they were broadly in line with national expectations.

106. In Year 1, pupils make sound progress when drawing simple designs for finger puppets. They have used paper templates to help them to cut their felt accurately, and the finished puppets are carefully stitched and represent sound achievement. Year 1 pupils have also made glove puppets using paper and have used a range of joining techniques, including by using glue, sellotape and staples. In Year 2, pupils have achieved satisfactory standards for their ages when making two-dimensional figures from paper, with moving limbs facilitated by paper fasteners. They have made sound progress when using simple sliding mechanisms, for example to move the hat on their model snowman. They have also examined simple winding mechanisms and have achieved sound standards when incorporating these into their models made from construction kits.
107. In Year 3, pupils' designs for picture frames are carelessly presented and are of limited value in informing the making process. The finished frames, created simply by sticking coloured paper around a picture, demonstrate low teacher expectations and are unsatisfactory for pupils' ages. In Year 4, the task set for pupils in the Autumn term did not enable pupils to achieve as well as they should, although during the inspection they were making satisfactory progress when practising stitching skills in readiness for making purses. In Year 5, pupils' design skills continue to be underdeveloped, although pupils are able to assemble parts to create periscopes which have prescribed components and measurements. In Year 6, where teacher expectations and expertise are higher, pupils make sound progress when using their knowledge about electrical circuits to create moving models. However, weaknesses in the progression of pupils' key skills in the subject mean that the finished models are not made with sufficient precision and finesse.
108. Due to timetabling arrangements, insufficient design and technology lessons were observed during the inspection to make a secure judgement about the quality of teaching. However, it is clear that the teaching enables pupils to make satisfactory progress in Years 1 and 2 but unsatisfactory progress, overall, in the older classes. Evidence from pupils' work suggests that some teachers would benefit from well focused in-service training to develop their expertise in the subject and to raise their expectations of pupils' potential achievement. Teachers are using a range of sources for planning their design and technology lessons, and there is no coherent scheme of work which ensures that key skills are taught and built upon as pupils move through the school. This weakness has a negative impact on pupils' standards.
109. The design and technology co-ordinator willingly provides advice when it is requested from her colleagues and is keen to improve provision for the subject. However, procedures for monitoring design and technology are underdeveloped so she does not have a sufficiently clear view of the quality of teachers' planning or of pupils' progress and standards. She is aware, however, that there are weaknesses in the continuity of pupils' learning, and the subject is appropriately identified by the school as a priority for improvement. Resources for design and technology are satisfactory.

GEOGRAPHY

110. Due to timetabling arrangements, only one geography lesson could be seen in Years 1 and 2. A review of pupils' work and discussions with pupils show that standards in geography are in line with national expectations in Year 2. Pupils have a developing

knowledge of their village locality, and many have experiences of living in other places. They are helped to recognise some similarities and differences between their locality and a linked village in South Africa, Enkalweni. The personal link between a teacher at the school and the school in Enkalweni has brought shared experiences to the pupils. Two toys have been 'travel buddies' and have recently returned with the teacher from a visit to Enkalweni. In the one lesson observed, the pupils were sharing the pack of photographs featuring the toy 'Ming Ming' recently returned from South Africa. They looked at photographs closely and listened carefully to the teacher as she explained the different locations. The teacher used a range of appropriate geographical vocabulary and some pupils made interesting comments about the differences in the landscape. The teacher referred to the globe and used an atlas, and in other classes a map of South Africa was used in a display. Overall evidence from photographs, drawings and brief written accounts, simple maps and from displays suggest that pupils in Years 1 and 2 make satisfactory progress in their learning in geography.

111. There were no lesson observations in Years 3 to 6. However, an analysis of work completed confirms that overall standards in geography across Year 3 to 6 are below those expected, and the subject is given too little time and attention. This represents a change from the previous inspection when standards in geography were judged to be broadly in line with those nationally in Years 2 and 6.
112. The development of the work on rivers in Brazil, and the Indian study of Chembakoli have elements of an enquiry based approach with pupils drawing on a range of resources including books, maps and the internet, with opportunities provided to develop some geographical skills. However, there are examples of marking addressing English skills rather than geographical learning, and very few other units of work show evidence of the development of geographical skills, or any depth of enquiry about some of the places studied. There are some examples of ICT being used to interpret and present data, for example on river basins, but such evidence is limited. Occasional visits and field trips will support the work in geography later in this school year, for example the proposed trip to Plas Pencelli. In all classes, pupils were interested and knew about the Enkalweni link village and this is certainly assisting their knowledge of a contrasting place in a developing country.
113. The units of work have been planned throughout the school to cover a range of topics but not all planning has been implemented. Some resources have been purchased to support the places and themes studied but there is insufficient staff knowledge to ensure geographical skills, knowledge and understanding is being progressively developed in Years 3 to 6. The co-ordinator has insufficient knowledge of the work covered in these classes and her role is underdeveloped. She has not monitored coverage, the quality of the work or any teaching. Consequently, she has insufficient knowledge to judge strengths or weaknesses in the subject. Clear expectations about the teaching of geography now need to be firmly established and monitored throughout the school.

HISTORY

114. Only four history lessons were observed during the inspection. However, evidence from teachers' planning, from displays and from the scrutiny of pupils' written work shows that pupils generally make satisfactory progress and attain standards which are broadly average for their ages both at seven and 11.

115. By the time they are seven, most pupils are able to use appropriate terms to describe features of life in Victorian and Edwardian times. For example, they know that 'bath-tubs' had to be filled with hot water because there was no central heating system for the water supply, and they know that baths were sometimes taken before open fires in the kitchen or the 'parlour' because few houses had specially designated bathrooms until well into the twentieth century. They can name many household objects used during the Victorian and Edwardian periods. For example, they refer to the 'kitchen range' and to its modern equivalent, the 'oven', to 'dolly pegs' and to 'candle-holders'. When questioned by their teachers or by other adults who work with them, pupils are able to explain, in simple terms, that many of these artefacts have been superseded by modern technology. They appreciate that electric lights have largely replaced candle-power, and that 'power-showers' worked by electricity have eliminated the need to heat water on an open fire. Higher attaining pupils in Year 2 can devise historical questions of their own that they would like to have answered about the Victorian and Edwardian periods. When examining artefacts closely, they can guess accurately what materials have been used in their manufacture, and they make plausible guesses as to the intended uses and probable owners of some of the objects. When they perceive the differences between objects from long ago and the everyday objects they find in their own homes, they show some understanding of why people in the past acted as they did. For example, they can appreciate that clothes had to be washed by hand before the invention of the electric-powered washing-machine. From the work they have done in history, they realise that we can find out about the past in a number of ways, for example by studying artefacts and pictures.
116. Evidence from the written work produced by pupils in Year 6 shows that pupils of average and higher attainment are able to undertake individual research projects in history. They select and collate information from a variety of sources and communicate their findings in written form. The work of higher attaining pupils is of a high standard and is supplemented by statistical information, graphs and illustrations which support the writer's own viewpoint and which reveal, quite powerfully, the viewpoints of people who, for instance, have lived quite different lives in Britain since the 1930s. For example, a very able pupil is able to communicate convincingly the attitudes and emotions of various waves of immigrants who have arrived in Britain during the second half of the twentieth century. At the same time, she is perceptive enough to understand the fears and feelings of those already living in the country. She effortlessly links the causes and effects of events and explains changes that have occurred. Work of this high standard is unusual. Most pupils demonstrate average standards for their age, and their individual projects deal primarily with chronological developments within a particular sphere, for example in the music industry. Lower attaining pupils are clearly challenged by the demand to work independently, and their topics are sometimes both short and superficial. Because of the timing of the inspection, there was little evidence of teacher-led work on the Aztecs, a major focus of the work planned for Year 6 which will now take place during the second half of the summer term.
117. Evidence from the full range of available evidence shows the teaching is satisfactory overall and enables pupils to make mainly sound progress across the school. However, it is clear that good history teaching is particularly evident in Years 2 and 4. The best teaching is characterised by secure knowledge of the subject requirements and by sequences of interesting and purposeful activities which engage pupils' interest; teachers have a very clear focus on the development of historical skills, promote historical enquiry particularly well, and challenge pupils of all abilities to play an active part in the learning process. In their lessons, these teachers make a

substantial contribution to pupils' social and cultural development. Where teaching is sound rather than good, teachers' knowledge of the subject is not entirely secure, pupils are not always engaged as actively as they should be in the learning process, and pupils of lower attainment do not necessarily cover work in the same depth and detail as their more able peers. Although all teachers enjoy teaching history, and although pupils of all ages benefit from opportunities to take part in enrichment activities such as visits to places of historical interest and experiences involving role-play and drama, there are, nonetheless, some weaknesses in provision. For example, there are variations in the schemes of work and in the teaching approaches used that make progression in the key historical skills difficult to secure. In Year 3, for example, too much work is based on worksheets which confuse English exercises with historical investigation and which do not give pupils scope to write for real purposes. Evidence shows that the time spent on history varies from class to class and that coverage of the Programmes of Study is not always as thorough as it might be.

118. The history co-ordinator has only recently assumed responsibility for the subject and has had no designated time to monitor or develop work in history. With English as her main area of responsibility, she has felt obliged to prioritise literacy as the key focus of her work. Nevertheless, she has sufficient expertise in history to recognise strengths and weaknesses in existing provision, and has begun to evaluate teaching and learning, particularly within Years 3 to 6, the years which fall most readily within her sphere of influence given the school's management structure. She recognises the need to ensure progression for all pupils in the key historical skills set out in the National Curriculum Programmes of Study, and she has overseen the introduction of the national guidance intended to support teachers with their planning. She has recently produced very useful documentation to help her colleagues exploit the relevant links that exist between history and literacy. She knows that there is a need to develop consistency in the assessment procedures and record-keeping systems used by staff. She has drawn up a brief but appropriate action plan, and resources for the subject are broadly satisfactory, although more use could be made of ICT to support pupils in their learning. At present, procedures for monitoring pupils' achievements across the school are still in need of improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. By the end of Years 2 and 6, pupils' standards are in line with national expectations. All pupils, including those who are the most proficient and skilled, make steady progress through the school. Sometimes progress in lessons is good and results from effective teaching. Pupils enjoy using ICT and work well with partners.
120. In Year 1, pupils can sort information and build up a sentence using the keyboard. In Year 2, they are able to use the mouse with confidence, print their work and give simple instructions to a floor robot. By Year 6, pupils can combine writing and pictures; and the more able can take the audiences into account when presenting information. For example, they created a moving spider to interest younger pupils in a garden promotion. Some of the oldest pupils can also represent data in different forms for a particular purpose, for example by using a Venn diagram.
121. The quality of teaching is sound overall. It is very good when the teacher has particularly secure subject knowledge, ensures that work is matched to the needs of all pupils and enables them to be actively involved throughout the lesson. Teachers make effective use of the large screen in the computer suite to model skills and consolidate learning. The curriculum meets the statutory requirements, and during

the inspection, effective examples of ICT were observed to support pupils' learning in some subjects. However, there still remains scope for increased use of ICT across the curriculum.

122. The assessment of pupils' progress, and documentation to support the subject, have improved since the last inspection and are now satisfactory. Useful ongoing records are kept of pupils' progress in ICT skills. These are informed by assessments of key skills by teachers and teaching assistants in lessons and provide pertinent information for future lesson plans and for annual reports to parents. There has been considerable expenditure on hardware and software over the past few years. The provision of a computer suite, in addition to computers in most classrooms, means there are more opportunities to learn and use ICT skills than at the time of the last inspection.
123. The two co-ordinators took on their roles at the beginning of the current school year, provide support to colleagues and have improved resources which are now sufficient to meet the requirements of the National Curriculum. However, the monitoring of teaching, learning and standards is unsatisfactory. Co-ordinators do not scrutinise examples of pupils work or analyse the assessment records to identify strengths or areas for improvement. They do not review planning and have not had the opportunity to observe teaching. As a consequence, they are not well placed to identify strengths and weaknesses, and to target areas for improvement.

MUSIC

124. Standards are in line with national expectations by the time pupils are seven and 11, and reflect the position at the time of the last inspection. In the limited number of lessons seen, pupils made sound progress overall and they sang in tune and with expression in lessons and assemblies. However, there was variation in pupils' progress, which ranged from good to unsatisfactory depending on the quality of teaching in individual lessons.
125. Class music lessons are taught by a specialist teacher and the quality of this teaching is sound, overall. The teacher has good subject knowledge and provides opportunities for pupils to improvise and respond to music. Resources are often used well, including to encourage pupils to listen and respond to carefully chosen pieces and to develop their playing skills on tuned and untuned percussion. Unsatisfactory teaching was observed in one lesson, however, when pupils were not clear about what they were learning and there were few opportunities for them to learn new skills. In a good lesson seen, a brisk pace was maintained throughout and pupils were well aware of the learning intentions of the session. Previously learned skills, such as recorder playing, were built on and helped pupils to make good progress in performing using notation. When class teachers observe the lessons taught by the specialist teacher, they sometimes carry out useful assessments of the pupils' skills, and these are used to inform annual reports to parents.
126. Planning is drawn from the National Curriculum. However, the lack of a policy and a scheme of work, together with weaknesses in monitoring, mean that pupil progress is not fully secure. Class teaching by the specialist teacher is supplemented by occasional music weeks, the opportunity for pupils to take part in performances for parents, and by singing and listening to music in assemblies. Pupils in Years 3 to 6 can join the school choir and individual instrumental tuition is available. Pupils show a positive attitude towards music and behaviour in lessons is usually good.

127. There is no co-ordinator for music and the leadership and management the subject is unsatisfactory. In common with the situation when the school was last inspected, monitoring procedures are underdeveloped and, as stated above, there is no scheme of work to promote continuity in pupils' learning. Consequently, the school is not well placed to identify strengths and weaknesses in its provision. The quality and availability of resources is adequate.

PHYSICAL EDUCATION

128. Evidence from the lessons observed show that pupils throughout the school achieve satisfactory standards in movement, swimming and games. No gymnastics lessons were observed. Pupils generally enjoy physical education, they listen carefully to instructions, work well with partners and practise to improve their skills. In all lessons their attitude was good.
129. In the lessons seen during the inspection, the teaching was always at least satisfactory and was mainly good. Most lessons were conducted at a brisk pace, with pupils kept active as they gradually improved their performance. In the best lessons, pupils discussed and evaluated the quality of their movements, and made good suggestions for improvements, for example in a dance lesson in Years 1 and 2. The use of a published scheme of work from Durham is usefully informing planning and is supporting teachers effectively.
130. In a dance lesson in Year 1, pupils moved with good co-ordination and changed their movement quality from strong and slow to light and wobbly. The teacher noted pupils responding well and used them for demonstration. She asked the class why they were moving well and developed skills in movement evaluation and speaking and listening. A dance lesson with Years 1 and 2 started well with a routine that required a response to a sequence of movements. This helped the pupils warm up and concentrate and look forward to the lesson to follow. This was followed by a good lesson where the class went to 'sweet land' and made up dance steps to go with their sweets using the rhythm of the sweet names. This led to good links between music and movement. The teacher used good demonstration and feedback and made the pupils consider their own movements and watch those of others. This good teaching allowed opportunities to try improvements.
131. In the swimming lesson in Year 5, there were three instructors including the class teacher and teaching assistants each working with different ability groups. There is a wide range of swimming ability within the class but over the year all pupils are expected to become swimmers, or to increase their distance, stroke technique and skills. The practise exercises with stroke techniques, explicit teaching points and the range of activities enabled all groups to make some improvements during the lesson observed during the inspection. In many classes, pupils can talk knowledgeably about the effects of exercise on their bodies and show knowledge of the health implications of exercise. Pupils are managed effectively and are well behaved in all lessons. They are always appropriately dressed, as are all staff, and there is good awareness of safety procedures and implications.
132. In the games lessons seen, a range of levels of working on throwing and catching skills were observed. This demonstrated the progressive development of skills, from simple throwing and catching exercises with bean bags in Years 1 and 2, developing to batting towards a target in Year 3, with underarm and overarm throws to a target in Year 4 developing to cricket throws in Year 6. In all these lessons teachers gave pupils well judged guidance to help them to develop their skills. In all games lessons,

pupils worked well co-operatively in pairs and groups, and were well motivated to improve their performance.

133. There is a good range of after school clubs which offer a range of sports, for example football, netball, athletics and 'kwik cricket' and pupils are able to participate in sporting events with other schools. The school has adequate space for physical education with a good sized hall, two hard play areas and a good sized field. The equipment for internal and external use is appropriate in range with a good quantity of each type of equipment. The co-ordinator is responsible for equipment and this is well organised and easily available. He has also drawn up a paper reminding staff of safety issues in the subject.
134. There is no agreed whole school method of assessing and recording skills development, but an assessment system developed within the partnership of local schools is being trialled by the co-ordinator. Some teachers assess skills development in units of work, pupils not doing the lesson assess each other and teaching assistants ably support teacher's observations and assessments. The co-ordinator is being well supported in the development of his role by a local sports leaders' project. This is further developing his subject knowledge, supporting staff training within the school and assisting with curriculum resources. He now needs to develop more detailed personal knowledge about the quality of teaching and learning in the subject.

RELIGIOUS EDUCATION

135. Pupils make mainly satisfactory progress as they move through the school and achieve standards that are broadly in line with the expectations of the locally agreed syllabus by the end of Years 2 and 6. This reflects the situation when the school was last inspected. The quality of the teaching is satisfactory overall, but is sometimes good. The scrutiny of pupils' work provides secure evidence that the scheme is being implemented thoroughly.
136. Pupils generally have a positive attitude to religious education. They listen attentively, respond to questions and relate experiences to their own lives. Well planned assemblies also make a significant contribution to pupils' religious education and experiences. Pupils occasionally make use of ICT in their religious education lessons for research, or to record their writing, for example when retelling the story of Jonah.
137. In all classes, pupils develop a sound knowledge of Christian beliefs, religious practices and traditions which they can contrast with those of Judaism and, to a lesser degree, of Islam. Throughout the school, pupils study Old and New Testament stories and readings. The meaning and understanding linked with religious knowledge is being well developed through the teaching, and pupils are gaining a sound grasp of religious concepts and symbolism. Pupils celebrate the major festivals of the Christian Year such as Christmas, Harvest and Easter and know stories linking to these events. Pupils visit the church in the village and the vicar and reader have visited the different classes to talk about their role and special artefacts they wear and use. Pupils are also aware of festivals in other religions.
138. The scheme of work develops the younger pupils' understanding of a Christian child's life experiences through a case study of Sarah. Pupils usefully relate aspects of Sarah's life to their own experiences. The life of a Jewish boy, Joe, is then explored. In a Year 1 and 2 lesson, the pupils liked handling some of the artefacts

Joe had - a cap, a prayer shawl and a Torah. The teacher told the story of Joseph and his brothers and told the class that was why Joe's parents chose his name. There were good opportunities for speaking and listening as pupils volunteered to answer questions from the perspective of a character in the story of Joseph. Pupils learned that this story is in the Bible, the special book for Christians, but that it is also in the Torah - a special type of book for Jews.

139. In a Year 6 class, pupils were learning about why the Western Wall is special to Jews. The lesson started with some quick knowledge questions on pupils' understanding of Judaism. Pupils' knowledge had been reinforced through the making of a Jewish timeline, resulting in a good link between history and religious education. A large photograph of the Western Wall was displayed and linked to the temple. A reading from Kings was then briefly analysed to gain some impressions of the importance and richness of the temple. The understanding was then personalised by pupils being asked to draw or describe their dream house, which they did, then imagined their feelings if it was all destroyed – apart from one wall. The importance of this remaining wall to Jews was then, in part, understood and the lesson ended with pupils writing a short message to put on the wall. Their positive approach to the lesson, its brisk pace and the links to their own interest resulted in a good response and good learning progress in this unit of work.
140. The co-ordinator is new to the subject and has spent her first year ensuring resources are available to match the scheme of work. These are now in place and support the teaching in religious education effectively. However, strategies for monitoring the quality of teaching and learning in the subject have yet to be developed.